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# USAID TEACHER EDUCATION PROJECT

Quarterly Report: October 1 - December 31, 2012

Cooperative Agreement: AID-391-A-11-0001

Submitted to: U.S. Agency for International Development (USAID)/Pakistan



# USAID Teacher Education Project

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## Acronyms

ADE	Associate Degree in Education
AJK	Azad Jammu and Kashmir
AIOU	Allama Iqbal Open University
AKU-IED	Agha Khan University – Institute for Educational Development
Bal	Balochistan
B.Ed.	Bachelors in Education
BISE	Board of Intermediate & Secondary Education
BLM	Blended Learning Module
BoC	Bureau of Curriculum
BOCEC	Bureau of Curriculum and Extension Centre
BZU	Bahauddin Zakariya University
CDM	Camp Dresser and McKee Inc.
CIP	College Improvement Plan
CRISP	Centre for Rehabilitation and Infrastructure Program
CT	Certificate of Teaching
DCRD	Directorate of Curriculum and Research Development
DQA	Data Quality Assurance
DSD	Directorate of Staff Development
EDC	Education Development Centre, Inc.
EMIS	Education Management Information System
EPDC	Education Policy and Data Centre
EST	Elementary School Teacher
FE	Formative Evaluation
FIF	Financial Information Forms
FATA	Federally Administered Tribal Areas
FJWU	Fatima Jinnah Women University
FM	Foundation Module
GB	Gilgit-Baltistan
GCET	Government College for Elementary Teachers
GECE	Government Elementary College for Education
GU	Gomal University
HEC	Higher Education Commission
HIPE	High-level Interactive Projections in Education
HU	Hazara University
ICT	Information Communication Technology
IER	Institute of Education and Research
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LoA	Letter of Agreement
LoP	Life of Project Work Plan
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
ME&R	Monitoring, Evaluation, and Research
MoE	Ministry of Education
MoU	Memorandum of Understanding
MSI	Management Systems International

NACTE	National Accreditation Council for Teacher Education
NAHE	National Academy for Higher Education
NCRC	National Curriculum Review Committee
NDIE	Notre Dame Institute of Education
NTS	National Testing Service
PDI	Professional Development Institute
PIRS	Performance Indicator Reference Sheet
PITE	Provincial Institute of Teacher Education
PKR	Pakistani Rupee
PMP	Performance Monitoring Plan
PPIU	Provincial Planning Implementation Unit
PPR	Performance Plan Report
PSC	Provincial Steering Committee
PTC	Primary Teaching Certificate
PU	University of the Punjab
REAC	Research Evaluation and Advisory Committee
RFA	Request for Application
RFP	Request for Proposal
SALU	Shah Abdul Latif University
SBKWU	Sardar Bahadur Khan Women University
SP	Strategic Planning
SST	Secondary School Teacher
STG	Survey to Go
STTP	Short-Term Training Program
SU	University of Sindh
TES 2018	Teacher Education Strategy 2018
UAJK	University of Azad Jammu and Kashmir
UE	University of Education, Lahore
UoK	University of Karachi
UoP	University of Peshawar
UoS	University of Sindh
TC-CU	Teachers College – Columbia University

## Executive Summary

During the quarter, the USAID Teacher Education Project continued its efforts to effectively implement activities related to the expansion and delivery of the two-year associate degree in education (ADE) and four-year bachelor of education honours [B.Ed. (Hons.)] programs. Towards the end of the reporting period, there were 76 colleges and 14 universities offering the degree programs. A significant achievement was the graduation of the first batch of 49 ADE students from Khyber Pakhtunkhwa. A total of 79 trainings were organized during this quarter, with 1805 participants, 671 females and 1134 males. The following section briefly summarizes key project activities and achievements during the reporting period.

**Provincial Strategic Planning:** The Project continued to provide technical support to the provincial and regional departments of education for developing their respective Teacher Education Strategies (TES) 2018. A series of consultative and taskforce meetings were held in Balochistan, Khyber Pakhtunkhwa, Sindh and Gilgit-Baltistan.

**University Strategic Planning:** The USAID Teacher Education Project organized six strategic planning workshops this quarter, which were attended by 60 participants from four universities. The university strategic plans are currently being copyedited for publication and dissemination with stakeholders. The universities have reviewed the plans and formal approval for these plans is awaited from their competent authorities.

**Technical Assistance for Infrastructure Projects:** The first groundbreaking ceremony for the construction of a new USAID funded Faculty of Education at Hazara University was held during this quarter, which was attended by senior officials from USAID and the Government of Khyber Pakhtunkhwa. USAID also approved the 611 (e) for all the projects during the reporting period. The 611 (e) is a section of the Foreign Assistance Act of 1961, that ensures the capabilities of the universities to effectively maintain and utilize the new Faculty of Education buildings funded through USAID.

**College Improvement Plans (CIP):** During this quarter, the development of College Improvement Plans (CIPs) for Cohort III colleges was initiated. The project organized four CIP workshops during the quarter, which were attended by 100 faculty members from 32 colleges.

**Teacher Licencing:** An international consultant with extensive experience in teacher licensing, visited Pakistan during the reporting period and worked closely with government officials from AJK and Sindh to support the development of plans and activities for teacher licensing. The project organized four meetings during the quarter on teacher certification and licensing.

**Summer Institute on Education Leadership and Management:** The project in partnership with the Agha Khan University Institute for Education Development (AKU-IED) successfully completed the summer institute on education leadership and management for college principals in Karachi. A total of 27 principals and faculty members from government colleges from across the country participated in the summer institute.

**Scheme of Studies:** During the reporting period, the Executive Director of HEC signed the foreword of the updated Scheme of Studies for the ADE and first two years of the B.Ed. (Hons) program. The Scheme of Studies 2012, comprised of

syllabi and a description of the review process by the NCRC was subsequently uploaded to the HEC and USAID Teacher Education Project websites.

**Course Development:** During this quarter, the Windows on Practice manuals were completed for five courses (Curriculum Development, Educational Psychology, Comparative Education, Contemporary Issues and Trends in Education and School Management). Course development for the remaining seven courses began this quarter with a five-day course design workshop.

**Professional Development:** The USAID Teacher Education Project supported professional development for faculty members in 40 colleges and eight universities, which are starting the ADE or B.Ed. (Hons.) programs in FY13 (academic year 2012-13). A total of 335 faculty members (125 females) from 20 colleges and three universities participated in nine Foundation Module-1 (FM-1) workshops. A total of 394 faculty members (134 females) from 30 colleges and three universities participated in 17 FM-2 workshops.

**Practicum Study Tour:** Twenty-four educators from across Pakistan, including faculty members from partner colleges and universities visited the United States (Washington DC and Michigan) to take part in a Practicum Study Tour for Pakistani Teacher Educators. The three-week study tour (October 26-November 14 2012) provided participants with an opportunity to witness and learn about innovative professional experiences by student –teachers in professional development schools and teacher training programs in the US. The study tour focused on best practices in teacher practicum programs.

**Research:** Towards the end of the reporting period, four research teams were accepted for presentations at national and international conferences. Two short research training courses (1) Understanding Statistics and Simple Analysis; and (2) Statistical Package for the Social Sciences (SPSS) programming were recently offered to research teams working with the project. Also during this quarter, the project introduced a new model of virtual mentoring with international mentors. The idea is to connect Pakistani research teams with international mentors via Skype, video conferencing and emails to facilitate their research efforts.

**USAID Merit And Needs-Based Scholarships:** The first batch of 49 Associate Degree in Education (ADE) students from RITE (Female), Abbottabad graduated during this quarter. An additional 148 scholarships were provided to ADE and B.Ed. (Hons.) students in Sindh under Cohort II, 130 were provided to students in Baluchistan under Cohort II, 14 were provided to students from the University of Peshawar and 14 were provided to Hazara University in continuation under the Cohort I.



## USAID Teacher Education Project At A Glance

The USAID Teacher Education Project is a 30-month initiative funded by the Government of the United States of America through the United States Agency for International Development (USAID). Administered by Education Development Centre (EDC) in partnership with Teachers College, Columbia University, the project assists the Government of Pakistan in strengthening the basic education sector by institutionalising reforms that improve the quality of pre-service teacher education.

The project helps both new and practising teachers upgrade their qualifications by pursuing the newly introduced two-year Associate Degree in Education (ADE) and four-year Bachelor of Education [B.Ed. (Hons.)]. The strategy entails working closely with the Higher Education Commission (HEC), provincial and regional departments of education, and teacher training institutes across the country.

The project builds upon existing institutional structures and directly supports 22 Pakistani universities and 91 government colleges for elementary teachers (GCETs) in order to raise the academic standards in teacher education programs. Each province and region determines its own plans and priorities in the area of pre-service teacher education, and the project provides technical assistance in developing and strengthening systems, policies, and structures that will ensure better implementation of standards-based teacher education programs approved by HEC.

The result will be better-informed instructors graduating from colleges and universities with the knowledge, skills, and dispositions required to meet Pakistan's National Professional Standards for Teachers. The three primary objectives of the project are as follows:

### Project Objective 1:

Improved systems and policies that support teachers, teacher educators, and educational managers

The USAID Teacher Education Project will improve systems and policies supporting teachers and education managers by:

- i. Mapping teacher needs and preparing plans for meeting teacher demand in the future
- ii. Completing revision of teaching standards and developing standards for education managers
- iii. Supporting provincial departments of education in developing proposals for licensing and accreditation of teachers and education managers
- iv. Defining the minimum requirements for professional development
- v. Getting amended recruitment and service rules of teachers approved
- vi. Providing strategic planning and material support to selected faculties of education of partner universities and government colleges for teacher training

### Project Objective 2:

Support HEC and Ministry of Education (MoE) teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

The USAID Teacher Education Project will support the pre-service teacher education programs of the Higher Education Commission (HEC), Provincial departments of education and Ministry of Education (MOE) by:

- i. Providing material support to faculties of education at selected partner universities, colleges, and provincial apex bodies for teacher education
- ii. Continuing to provide Ph.D. training for the eight faculty of the selected partner



<p>universities completing their doctoral programs in the US through the life of the project</p> <p>iii. Developing the capacity of teaching faculty to create and refine curricula, detailed syllabi, and course guides for courses included in the HEC scheme of studies for the two-year ADE and four-year B.Ed. (Hons.) Programs</p> <p>iv. Offering and evaluating the new B.Ed. (Hons.) curriculum and providing technical assistance that will enable colleges and universities to improve delivery of their programs</p> <p>v. Assisting in the establishment of knowledge and skills standards for new teachers</p>
<p><b>Project Objective 3:</b>  <b>Develop a plan for implementing the new curricula for both new and existing teachers</b></p> <p>The USAID Teacher Education Project will prepare a plan to implement the new curriculum that includes:</p> <p>i. Providing scholarships for new teachers</p> <p>ii. Providing scholarships that will enable in-service teachers to upgrade their qualifications</p> <p>iii. Building the capacity of government colleges to deliver the new programs</p> <p>iv. Initiating dialogue with provincial governments and partner institutions on possible options for upgrading existing teacher qualifications</p> <p>v. Working with at least one university in each province and AJK on bridging programs</p>

The three objectives listed above directly relate to the USAID Strategic Objective 3 Results Framework, which is as follows:

<p><b>USAID Strategic Objective 3</b></p> <p><b>Increased knowledge, training, and infrastructure to improve the quality of education for females and males throughout Pakistan</b></p>
<p><i>IR 3.1: Strengthened education sector policy-making and planning</i></p> <p><u>Indicator</u></p> <ul style="list-style-type: none"> <li>• Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services</li> </ul>
<p><i>IR 3.2: Improved capacity of teachers and education administrators</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of teachers/educators trained with US government (USG) support</li> <li>• Number of administrators and officials trained</li> <li>• Number of textbooks and other teaching and learning materials provided with USG assistance</li> </ul>
<p><i>IR 3.3: Operational plan</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings</li> <li>• Number of classrooms repaired with USG assistance</li> <li>• Number of classrooms constructed with USG assistance</li> <li>• Number of PTA or similar school governance structures supported</li> </ul>
<p><i>*IR 3.4: Improved access to and delivery of education services</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of learners enrolled in USG-supported pre-primary schools or equivalent</li> </ul>

- Number of learners enrolled in USG-supported primary schools
- Number of learners enrolled in USG-supported secondary schools
- Net enrolment rate of primary and secondary students and gross enrolment rate for tertiary students

\*Although the results framework of the USAID Teacher Education Project may not relate directly to IR 3.4, the success of the project will eventually affect IR 3.4 indicators as more qualified teachers graduate from GCETs and universities and are better able to attract and retain students in schools, reduce attrition rates and improve measureable learning outcomes of primary and middle-level students.

## Activities and Achievements

This section of the quarterly progress report presents the key achievements and activities of the USAID Teacher Education Project in accordance with the FY 2012–2013 work plan. These activities and achievements fall under the following three core objectives of the project:

1. Improved systems and policies that support teachers, teacher educators, and educational managers
2. Support Higher Education Commission (HEC) and Ministry of Education (MoE) Teacher Institutes to develop/revise, evaluate and finalize standards, curricula, and modules for pre-service education degrees
3. Develop a plan for implementing the new curricula for both new and existing teachers

### Objective 1: Improve systems and policies that support teachers, teacher educators and educational managers

#### Result 1.1: Provincial Institutional Frameworks for Teacher Development Completed

##### *Activity 1.1.1: Guide Provincial Strategic Planning*

The USAID Teacher Education Project continued to provide technical support to the provincial and area departments of education for developing and implementing their respective Teacher Education Strategies (TES) 2018. Detailed province/area progress on the development and implementation of TES 2018 is provided in Table 1:

**Table 1: Summary of progress on development and implementation of TES 2018**

Province/Area	Progress during the quarter (October-December 2012)
<b>Azad Jammu and Kashmir (AJK)</b>	<ul style="list-style-type: none"><li>• The Department of Education, AJK completed the proposal and request for application (RFA) for establishing a quality assurance cell (QAC) at the Directorate of Curriculum and Research Development (DCRD). The RFA was developed taking into consideration the TES 2018, which was developed and approved in January 2012. The USAID Teacher Education Project is currently processing the RFA for issuing in-kind materials grant to the DCRD. The establishment of the QAC is one of the reform priority areas for AJK's TES 2018.</li></ul>
<b>Gilgit-Baltistan (GB)</b>	<ul style="list-style-type: none"><li>• As a follow up to the Education Department of GB's notification for establishment of an apex institution for teacher education, the USAID Teacher Education Project hired a local consultant during the reporting period to support GB's Education Department in developing a PC-1 for establishing the apex institution for the province. The draft PC-1 is expected to be completed during the next quarter. The Provincial Steering Committee (PSC) meeting of GB was held in December 2012 in Gilgit. The minutes of meeting are attached as Annex 1.</li></ul>
<b>Khyber Pakhtunkhwa</b>	<ul style="list-style-type: none"><li>• A meeting of provincial Task Force for teacher education was held in Peshawar during the reporting period, in which the draft TES 2018 was reviewed and finalized. The minutes</li></ul>

	of meeting are attached as Annex 2.
<b>Sindh</b>	<ul style="list-style-type: none"> <li>The USAID Teacher Education Project assisted the Education and Literacy Department of Sindh to organize a consultative workshop on TES 2018 this quarter. During the workshop, provincial stakeholders including education managers and educationists from public and private sector reviewed the draft TES 2018 and provided their feedback. It is anticipated that the Task Force of the Sind Education and Literacy Department will finalize and approve the draft TES in January 2013.</li> </ul>
<b>Punjab</b>	<ul style="list-style-type: none"> <li>During the reporting period, the USAID Teacher Education Project continued to provide technical assistance to the Directorate of Staff Development (DSD) for developing a sub-sector review. This sub-sector review was finalized by the DSD during this quarter.</li> </ul>
<b>FATA</b>	<ul style="list-style-type: none"> <li>The development of TES 2018 in FATA was delayed due to a change in leadership of the FATA Directorate. This also resulted in a delay in notification of the task force. It is anticipated that this activity will begin early next quarter.</li> </ul>

In order to further improve the strategic planning process, a series of consultative and taskforce meetings were held during the reporting period. Table 2 provides a summary of these meetings.

**Table 2: Details of consultative meetings held on TES 2018**

<b>Provincial Consultations/ Meetings on Teacher Education Strategy (TES) 2018 (October - December 2012)</b>					
<b>Province</b>	<b>Event</b>	<b>Date</b>	<b>Number of Participants</b>		
			<b>Male</b>	<b>Female</b>	<b>Total</b>
Khyber Pakhtunkhwa	Task Force Meeting on TES 2018	December 2012	9	1	10
Sindh	Consultative Workshop on TES 2018	December 2012	19	3	22
Gilgit-Baltistan	PSC Meeting	December 2012	14	0	14

*Activity 1.1.2: Support the design and implementation of university strategic plans and college improvement plans (CIPs)*

The USAID Teacher Education Project continued to provide technical assistance to partner universities for the development of their strategic plans during this quarter. Table 3 provides a summary of the strategic planning workshops organized by the project during the reporting period:

**Table 3: Summary of strategic planning workshops held during the reporting period**

Event	Location	Date	Number of participants		
			Male	Female	Total
1 <sup>st</sup> Strategic Planning Workshop with Karakoram International University	Islamabad	October 8-12, 2012	5	0	5
2 <sup>nd</sup> Strategic Planning Workshop with University of Karachi	Lahore	October 17-21, 2012	4	3	7
3 <sup>rd</sup> Strategic Planning Workshop with Shah Abdul Latif University	Islamabad	November 30 – December 2, 2012	9	0	9
Strategic Planning Workshop with University of Balochistan	Lahore	December 3-8, 2012	10	3	13
2 <sup>nd</sup> Strategic Planning Workshop with University of Balochistan	Quetta	December 24, 2012	12	3	15
2 <sup>nd</sup> Strategic Planning Workshop with Karakoram International University	Lahore	December 24-26, 2012	9	2	11

Tables 4, 5 and 6 provide an overall status of the preparation of the strategic planning documents for Cohort I, II and III partner universities.

**Table 4: Status of strategic planning documents for Cohort I universities**

Sections of SP Document	SBKWU	UE	PU	FJWU	HU	UAJK	AIOU
Taskforce notification	✓	✓	✓	✓	✓	✓	✓
Background	✓	✓	✓	✓	✓	✓	✓
Institutional analysis	✓	✓	✓	✓	✓	✓	✓
Vision, mission and value statements	✓	✓	✓	✓	✓	✓	✓
Goals and strategies	✓	✓	✓	✓	✓	✓	
Strategies, targets and benchmarks	✓	✓	✓	✓	✓	✓	
Work breakdown structure	✓	✓	✓	✓	✓	✓	
Action Plan	✓	✓	✓	✓	✓	✓	
Budget	✓			✓	✓		
Progress Indicators and Monitoring Plan	✓	✓	✓	✓	✓	✓	

**Table 5: Status of strategic planning documents for Cohort II universities**

<b>Sections of SP Document</b>	<b>BZU</b>	<b>SALU<sup>1</sup></b>	<b>UoK</b>	<b>UoS</b>	<b>UoP</b>
Taskforce notification	✓	✓			✓
Background	✓	✓	✓	✓	✓
Institutional analysis	✓	✓	✓	✓	✓
Vision, mission and values statements	✓	✓	✓	✓	✓
Goals and strategies	✓	✓	✓		✓
Strategies, targets and benchmarks	✓	✓	✓		✓
Work breakdown structure	✓	✓	✓		✓
Action plan	✓	✓	✓		✓
Budget	✓	✓	✓		✓
Progress indicators and monitoring plan	✓	✓	✓		✓

**Table 6: Status of strategic planning documents for Cohort III universities**

<b>Sections of SP Document</b>	<b>GU</b>	<b>KIU</b>	<b>UoB</b>
Taskforce notification	✓	✓	
Background	✓	✓	✓
Institutional analysis	✓	✓	✓
Vision, mission and values statements	✓	✓	✓
Goals and strategies	✓	✓	✓
Strategies, targets and benchmarks	✓	✓	✓
Work breakdown structure	✓	✓	✓
Action plan	✓	✓	✓
Budget	✓		✓
Progress indicators and monitoring plan	✓	✓	✓

#### Technical assistance for infrastructure projects

USAID Teacher Education Project continued to work closely with USAID and CDM Smith in regards to the technical assistance being provided for the infrastructure projects (six new construction projects and one renovation) at University of Karachi, University of Sindh, Shah Abdul Latif University, Sardar Bahadur Khan Women's University, Hazara University and Lahore University of Education will have new construction and University of Punjab will have a major renovation of the IER facility

<sup>1</sup> SALU was originally scheduled as a third cohort university but was moved into the second cohort since they are getting a new Faculty of Education building from USAID.

constructed by USAID in early 1960s. The remaining design concepts, approved by USAID, were presented to all six universities. Minor suggestions from the universities were incorporated into these designs. During the reporting period, USAID approved the 611 (e) for all the projects and the next step is to arrange groundbreaking ceremonies during the next two quarters.



**Photograph 1: Groundbreaking ceremony of a new USAID funded Faculty of Education building at Hazara University**

During the current reporting period, the first groundbreaking and inauguration ceremony was held at Hazara University. USAID has requested that EDC to take lead role in the remaining groundbreaking ceremonies and hire an external event management firm to manage these events. The following section presents a short summary on the status of each infrastructure project.

#### *Hazara University (HU)*

The first groundbreaking ceremony for the construction of a new Faculty of Education building was held at Hazara University during this quarter. USAID is providing \$ 1.5 million for the construction, furnishing and provision of equipment of this new facility. The ceremony was attended by senior officials from USAID and the Government of Khyber Pakhtunkhwa.

#### *Sardar Bahadur Khan Women's University (SBKWU)*

During the reporting period, officials from SBKWU were requested to submit the land ownership documents on which the new building is to be constructed. At the time of this report, the university had only provided a letter indicating that university had constructed several buildings on their campus. They also submitted a second letter from the Pakistan Railways indicating that the land was transferred to the Governor of Baluchistan and not to the university. University officials indicated that no other documents were available to prove that the university has legal ownership of the land. Officials from the USAID Teacher Education Project are continuing their efforts to obtain authentic land ownership documents from the university. Legal ownership of the land is a prerequisite for the construction of the new building.

#### *Shah Abdul Latif University (SALU)*

This quarter, authentic land ownership documents were received from SALU and it is anticipated that construction of the new facility will begin early next quarter.

#### *University of Education (UoE)*

UoE initially submitted a land ownership document to the USAID Teacher Education Project but it was in the name of the Government Science Teacher Training College and not in the name of the university. However, the university recently submitted a



notification issued by the Additional Secretary Planning, Government of the Punjab, which indicates that all the Government Colleges of Elementary Teachers are integrated into UoE Lahore and the university will own the rights, properties, assets and liabilities of these colleges. This document was submitted to USAID for consideration and approval during this quarter.

*Institute of Education and Research (IER), University of the Punjab*

The renovation at IER began this quarter and it is anticipated that the renovation will be completed in a year's time. The ADE/B.Ed. (Hons.) classes continue to be held while the renovation takes place.

*University of Karachi (UoK)*

At the time of this report, UoK had not yet submitted the required land ownership documents. The project will continue to follow-up with the university during the next quarter.

*University of Sindh (UoS)*

The University of Sindh submitted a lease document, which indicated that the ownership of the proposed land belonged to the Niya Widyala School. As this lease document was set to expire well before the design of the new building would be completed, the UoS wrote to the Ministry of Education in November 2012, requesting the lease to be extended and changed to the university's name. The university has not shared any further information since. The project will continue to follow-up with the university during the next quarter.

Table 7 provides a summary of progress on the infrastructure project

**Table 7: Summary of progress on infrastructure projects**

University	Concept designs presented to USAID & EDC	Concept design presented to the university	Groundbreaking Ceremony	Commencement of construction
Hazara University	March 1, 2012	March 5, 2012	Held on November 12, 2012	Began in November 2012
Sardar Bahadur Khan Women's University	May 23, 2012	June 14, 2012	TBD	
Shah Abdul Latif University	June 15, 2012	July 12, 2012	TBD	
University of Education	June 15, 2012	July 30, 2012	TBD	
Institute of Education and Research (IER), University of Punjab (renovation only)	January 24, 2012	March 30, 2012	Renovation began without any groundbreaking ceremony	Began in December 2012
University of Karachi	March 12, 2012	April 16, 2012	TBD	
University of Sindh	May 30, 2012	June 21, 2012	TBD	

## Participatory Planning Workshops

In October 2012, a meeting was held between senior officials from USAID and Vice Chancellors/Deans from 10 partner universities at the Higher Education Commission in Islamabad. During the meeting, participants were informed by USAID that subject to availability of land, USAID was willing to explore the possibility of constructing new Faculty of Education buildings at the remaining partner universities. There would be one basic building plan that would be modified based on the individual climate and geographical environment of each university. It was decided that these new buildings will be environmentally friendly/green buildings, with easy access for the disabled and will include an auditorium and a library. These buildings will also be equipped with computers, science labs, multimedia and Wi-Fi connections.

Keeping in mind the one basic building plan for the partner universities, it was decided to hold the participatory workshops with the remaining five universities, which are not currently getting any infrastructure support from the Government of Pakistan, USAID or any other donors. The USAID Teacher Education Project will begin the participatory planning workshops with the five universities (University of Gujrat, Balochistan University, Institute of Business Administration Sukkur, Iqra University Sindh and Islamic International University Islamabad) early next quarter. It is anticipated that the reports of the participatory workshops will help partner universities in securing donor funding for the infrastructure projects.

## College Improvement Plans (CIPs)

During the reporting period, the development of College Improvement Plans (CIPs) for Cohort III colleges was initiated. Table 8 provides a summary of workshops that were organized during the reporting period to orient the college principals, faculty members and representatives of apex institutions on process for developing CIPs.



**Photograph 2: Faculty members during a College Improvement Plan (CIP) workshop in Lahore**

**Table 8: Summary of CIP workshops organized**

City/Province	Number of colleges	Date of workshop	Number of participants
Lahore, Punjab	14	October 9, 2012	30 (5 females)
Karachi, Sindh	7	December 4, 2012	30
Quetta, Balochistan	7	December 6, 2012	22 (5 females)
Kotli, AJK	4	December 3-4, 2012	18 (8 females)

Materials for the CIP development process were developed and shared with participants during the orientation workshops. These materials include a CIP overview, assessment tools and CIP templates. These materials were used during the college level consultation meetings to further develop CIPs with college faculty

members and students. The representatives of apex institutions were also actively engaged in these workshops and meetings so as to ensure the sustainability of the CIP process beyond the project for the long term. During this quarter, a total of 40 CIPs were developed and approved by the head of the respective apex institutions of the province. Table 9 provides a summary of CIPs developed and approved during the reporting period.

**Table 9: Summary of CIPs developed and approved during the quarter**

Province/Area	Number of CIPs developed and approved
Khyber Pakhtunkhwa	6
Sindh	7
Balochistan	7
Punjab	14
AJK	4
F.A.T.A.	2
<b>Total</b>	<b>40</b>

#### Technical assistance for development of PC-1 in order to implement CIPs

In order to build the capacity of college faculty members and Education Department officials on developing PC-1 documents based on their CIPs, a series of workshops were held this quarter. The participants of the workshop worked on different sections of the document and also developed a model PC-1's. Table 10 provides a summary of planning meetings and PC-1 workshops held during the reporting period.

**Table 10: Summary of planning meetings and PC-1 workshops held during the quarter**

Province	Date	Participants		
		Female	Male	Total
Punjab (Planning meeting)	October 2, 2012	2	12	14
Punjab (PC-I Workshop)	October 10-11, 2012	14	31	45
AJK (PC-I Workshop)	October 23-24, 2012	7	13	20
Gilgit-Baltistan (PC-I Workshop)	November 15-16, 2012	7	10	17
Khyber Pakhtunkhwa (Planning meeting)	November 21, 2012	3	4	7
Khyber Pakhtunkhwa (PC-I Workshop)	November 22, 2012	15	33	48

Following these workshops, consultants hired by the USAID Teacher Education Project assisted colleges to further refine and finalize their PC-I's. Towards the end of the current quarter, the draft PC-1's were ready to be shared with the Provincial Steering Committees. Once approved by these committees, they will be submitted to the Planning and Development Departments of the respective provinces/areas.

#### Support HEC with the training of National Accreditation Council for Teacher Educators (NACTE) evaluators/master trainers

The USAID Teacher Education Project intends to facilitate interested partner universities and colleges to accredit the ADE and B.Ed. (Hons.) programs based on National Accreditation Standards. This will be an experiment that other institutions can follow to process and obtain accreditation. This process will be undertaken through a sub- contract with the NACTE, which is the lead agency in Pakistan for accreditation of teacher education programs under the HEC. As a next step, the

USAID Teacher Education Project held a meeting with the Chairperson and Secretary of NACTE in Lahore during this quarter. A series of activities to be undertaken for the accreditation tasks were discussed during the meeting and as a result, a draft proposal along with proposed expenditures, deliverables and timelines was prepared. This proposal will be discussed/negotiated further with NACTE before it is implemented. The draft proposal is attached in annex 3.

## **Result 1.2: New National Teacher HR Policy Designed**

### *Activity 1.2.1: Explore systems and prepare plans for teacher certifications and licencing*

An international consultant, who is an expert in teacher certification and licensing, visited Pakistan during the reporting period and worked closely with government officials from AJK and Sindh to support the development of plans and activities for teacher licensing. A series of meetings were held in Karachi and action plans were developed to address key issues related to teacher licensing in AJK and Sindh this quarter. During these meetings, officials from AJK developed draft Terms of Reference for establishing a task force on teacher licensing. The purpose of establishing a task force in AJK is to develop proposals for teacher licensing through a consultative process. Action plans for the implementation licensing and teacher certification were also developed for Sindh. Table 11 provides a summary of these stakeholder meetings held during the reporting period.

**Table 11: Summary of stakeholder meetings held on licensing and teacher certification**

Date	Meeting Title	Number of Participants		
		Male	Female	Total
December 12, 2012	Stakeholders Meeting on Teacher Certification and Licensing (AJK and Sindh)	31	10	41
December 13, 2012	Meeting on Teacher Certification and Licensing (AJK and Sindh Officials)	15	2	17
December 14, 2012	Meeting on Teacher Certification and Licensing (AJK Officials)	7	2	9
December 17 and 20, 2012	Meeting on Teacher Certification and Licensing (Sindh Officials)	8	0	8

### *Activity 1.2.2: Revise recruitment rules and pay and grade scales for elementary teachers*

The process of amending teacher recruitment rules is at various stages of approval in each provinces/areas. The USAID Teacher Education Project is planning to hold a 'National Interchange on Teacher Recruitment Rules' early next quarter, which will bring together key officials from the provincial/area line departments to discuss and develop action plans for amending recruitment rules. The participants of the interchange will include senior officials from the provincial/area Departments of Education, Finance and Services & General Administration (S &GAD). During the event, it is expected that the representatives of the provincial/area Education Departments will present a comprehensive update on the amendments in teacher recruitment rules.

### **Result 1.3: Capacity of Education Managers in Teacher Development, Deployment and Support Enhanced**

#### *Activity 1.3.2: Train and support college principals to lead development and implementation of CIPs*

The USAID Teacher Education Project in partnership with the Aga Khan University-Institute for Educational Development (AKU-IED) began a summer institute on Education Leadership and Management (ELM) for college principals during the previous quarter, which was successfully completed during the current reporting period. The goal of the course was to help participants develop leadership and management skills that will foster learning. The course was attended and completed by 27 principals and faculty members from government colleges of all provinces/areas. Table 12 provides the complete schedule of the three phases of the ELM courses. The handbook of the course is attached as Annex 4.

**Table 12: Schedule for ELM program**

<b>Course Components/Phases</b>	<b>Schedule</b>
Phase 1: Three weeks face-to-face, on campus	<ul style="list-style-type: none"><li>• July 2-20, 2012, AKU-IED Karachi</li></ul>
Phase 2: Field work and follow-up workshop	<ul style="list-style-type: none"><li>• Field Work (July -December, 2012)</li><li>• Follow-up workshop: October 16-18, 2012 at RITE (Female) Abbottabad</li></ul>
Phase 3: Two weeks face-to-face, on campus	<ul style="list-style-type: none"><li>• December10-20, 2012, AKU-IED Karachi</li></ul>

Objective 2: Support the Higher Education Commission and Ministry of Education teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

**Result 2.1: Complete curricula, courses of study and materials for the ADE and B.Ed. degree programs**

*Activity 2.1.1: Engage representatives of the Higher Education Commission and provincial apex institutions in developing and institutionalizing curricula and syllabi*

During the reporting period, the Executive Director of HEC signed the forward of the updated Scheme of Studies for the ADE and the first two years of the B.Ed. (Hons) program. The Scheme of Studies 2012, comprised of syllabi and a description of the review process by the NCRC was subsequently uploaded to the HEC website. This was a significant step because the approved Scheme of Studies is now the final set of syllabi, which was developed with faculty members from partner colleges and universities. As a result there is no longer any discrepancy between the HEC Scheme of Studies and the course syllabi. Developed with support from the project

At the end of the current quarter, there were 76 colleges and 14 universities offering the ADE or B.Ed. (Hons) Elementary degree programs.

*Activity 2.1.2: Develop, pilot, revise, and finalize materials and resources for ADE and B.Ed. (Hons.) degrees with selected universities and colleges*

Year 3 and Year 4 course development

With continuous support from the USAID Teacher Education Project, university faculty members are preparing course materials for 13 courses to be taught in the third and fourth years of the B.Ed. (Hons) program. Groups of faculty members are developing their own course guides (syllabi and teaching notes), which will be reviewed by the NCRC. Exemplary materials are being selected



**Photograph 3: Faculty members work with an international consultant during a curriculum design workshop in Islamabad**

by curriculum and subject specialists from each of the course guides developed for inclusion in a Windows on Practice manual (one manual for each of the 13 courses). The Windows on Practice manuals include exemplary syllabi and course notes for faculty selected from the courses developed by university teams. The Windows on Practice manual will be made available to all universities offering the B.Ed. (Hons) program.

During this quarter, the Windows on Practice manuals were completed for five courses (Curriculum Development, Educational Psychology, Comparative Education, Contemporary Issues and Trends in Education and School Management). It is anticipated that the Windows on Practice manual for the Foundations in Education



course will be completed early next quarter and all six manuals will be reviewed by the NCRC.

Course development for the remaining seven courses began this quarter with a five-day course design workshop. The purpose of this workshop was to assist participants learn about latest thinking and ideas about teaching each of the subjects and for each group designing a course to develop their syllabus. In this round of course development, national technical advisors assumed a larger role in leading the process. International advisors helped provide continuity and guidance to participants on how to build upon what was already covered in courses in years 1 and 2. Table 13 provides a summary about participation in designing each of the seven courses.

**Table 13: Summary of participation in designing each of the seven courses**

Courses	Universities engaged in writing these courses	Number of curriculum writers	Technical Advisors	
			National	International
Research Methods and Research Project	AIOU, BZU, FJWU, UoE, SBKWU and universities of Gomal, Hazara, Punjab, Peshawar, Karachi and Sindh	16	Dr. Bernadette Dean	Dr. Frances Schoonmaker
Teaching Social Science	AJK, AIOU, SALU, UoE, SBKWU, FJWU and universities of Sindh and Punjab	9	Ms. Audrey Jumma	Dr. Frances Schoonmaker
Teaching Science	BZU, FJWU, SBKWU, SALU, UoE and universities of Peshawar, Hazara, Gujrat, Sargodha, Punjab, and Sindh	13	Dr. Neelofer Halai	Bettina Dembek
Teaching English	UoE, KIU, AIOU, FJWU and universities of Karachi, Punjab, Sindh, Gujrat, Sargodha, Hazara, Balochistan	12	Dr. Hina Ashraf	
Guidance and Counseling	UoE, AIOU, SALU, FJWU, SBKWU, and universities of Gujrat, Karachi, Sargodha, Gomal, Punjab, Karachi, Peshawar and Sindh	14	Dr. Anjum Kazmi	
Testing and Evaluation	KIU, UoE, AIOU, BZU and universities of Karachi, Sindh, Punjab, Gujrat, and Sargodha	13	Isbah Mustafa (AKU-EB)	Dr. Thomas Christie (AKU-EB)
Teaching Math	AIOU, FJWU, UoE and universities of Hazara, Sargodha, Peshawar, Sindh and Punjab	9	Dr. Muneera Ameer Ali	Loretta Heuer

Following the initial course design workshops and after on-site support from project curriculum specialists, the faculty members who are designing courses met again in Peer Review workshops. During the reporting period, five peer review workshops were conducted (for Research Methods and Research Project courses, Teaching of English, Teaching Social Science, Teaching Science, Guidance and Counseling).



The Peer Review Workshops provided an opportunity for group members to reconnect face-to-face and discuss their progress, and for groups to critique each other's work. The project curriculum team observed that in this round of curriculum development, the speed of course design and the quality of work produced improved. The improvement may be because the duration of the course design workshop was increased but it could also be due to the increasing capacity among faculty members in the area of curriculum development.

## **Result 2.2: Capacity built within selected universities and colleges of education to offer the new programs leading to the ADE and B.Ed. degrees**

*Activity: 2.2.1: Train master trainers from HEC and provisional apex institutions to prepare university and college faculty for the new degree programs*

The USAID Teacher Education Project continued working with the 54 master trainers identified by apex institutions to introduce and support the ADE program in elementary colleges. The provincial professional development teams worked closely with the master trainers in their provinces to prepare them to offer professional development. During the reporting period, 42 master trainers conducted professional development sessions and follow-up visits to colleges. In this final year of the project, master trainers are being supported to take on increasing responsibility for professional development activities with college faculty. 76% of all professional development this quarter was facilitated or co-facilitated by master trainers.

*Activity 2.2.2: In each province, guide and support master trainers from the provincial apex institutions as they train and support university and college faculties to implement the new degree programs*

Professional development with faculty members from colleges offering the ADE program takes place over a period of approximately 12 months, and comprises Foundation Modules (FM) and orientations to course syllabi and course guides the first time the semester is offered. Foundation Module 1 deals with how people learn including cooperative learning strategies. Foundation Module 2 is about instructional design and Foundation Module 3 is about learning assessment. In addition, professional development institutes are also offered on assessment, math, and science and teaching literacy to improve the content and pedagogical skills on the particular subjects.

The USAID Teacher Education Project supported professional development with faculty members in partner 40 colleges and eight universities, which are starting the ADE or B.Ed. (Hons.) programs in FY13 (academic year 2012-13). (These are referred to as Cohort III colleges and universities.) During this quarter, 335 faculty members (125 females) from 20 colleges and three universities participated in nine FM-1 workshops. A total of 394 faculty members (134 females) from 30 colleges and three universities participated in 17 FM-2 workshops. (There were more participants in FM-2 workshops because some FM-1 workshops were held during the previous quarter.) Table 14 provides a summary of Foundation Module workshops held during the quarter.

**Table 14: Summary of Foundation Module workshops held during the quarter**

	<b>Sindh</b>	<b>Balochistan</b>	<b>KPK</b>	<b>Punjab</b>	<b>AJK</b>	<b>FATA</b>
<b>Foundation Module 1</b>						
Number of colleges	6	8			6	
Number of universities	2	0			1	
Number of apex institutions	2	2			2	
Number of participants	160	79			96	
<b>Foundation Module 2</b>						
Number of colleges	6		5	14	3	2
Number of universities	0		0	3	0	0
Number of apex institutions	2		0	1	2	0
Number of participants	141		13	189	33	18

In order to better understand the courses and to prepare for their effective implementation, the project conducts an orientation for college and university faculty the first time a semester is offered. In Sindh, 145 faculty members (25 females) from Cohort III colleges and universities participated in an Orientation Workshop for the first semester. While 283 faculty members (95 female) from Cohort II colleges and universities of Balochistan, Khyber Pakhtunkhwa and Sindh took part in Orientation Workshops for the third semester. The participants explored the course materials and discussed course assignments, course assessment and school based activities. Table 15 provides a summary of semester orientation workshops held during the quarter.

**Table 15: Summary of semester orientation workshops held during the quarter**

	<b>Sindh</b>	<b>Balochistan</b>	<b>Khyber Pakhtunkhwa</b>
<b>Semester 1 orientation</b>			
Number of colleges	6		
Number of universities	2		
Number of apex institutions	2		
Number of participants	139		
<b>Semester 3 orientation</b>			
Number of colleges	10	6	10
Number of universities	2	1	1
Number of apex institutions	2	2	1
Number of participants	145	48	45

A third Professional Development Institute (PDI) was offered on science for the faculty members from Cohort III colleges and universities. The purpose of the PDI was to enhance the specific knowledge and skills required for teaching science in the ADE and the B.Ed. (Hons.) programs. The four-day PDI was attended by 28 science subject specialists and was facilitated by a Senior Curriculum/Instructional Design Associate with EDC's Learning and Teaching Division. Based on the experience of the first two science PDIs, this workshop simplified the approach to planning and teaching by providing focused guidance on how to plan and conduct an effective lesson. Time was spent on developing appropriate learning objectives for a lesson, assessing students' prior knowledge to determine the lesson's difficulty level and selecting appropriate activities and resources. Over the course of the workshop, participants became more comfortable with systematically planning a lesson and critiquing it.



**Photograph 4: Participants during a PDI Science workshop in Lahore**

Another critical component that was added to lesson planning was to script key questions and instructions as well as to anticipate and write down expected student responses or behaviors. These details made the plans even more concrete and opened up the possibility of a "reality check" that often led to lively discussions and revisions of the original lesson plan. Constructive critique (for instance, "Do you think students age X can do Y?" "The lesson objective is too ambitious to be covered in one session, considering the students' prior knowledge to be only at X level.") was evidence that these simple concrete additions were very instrumental in critiquing and improving presented lesson plans. Table 16 provides a summary of participation in PDI Science.

**Table 16: Summary of participation in PDI Science**

	<b>Sindh</b>	<b>Balochistan</b>	<b>KP</b>	<b>Punjab</b>	<b>GB</b>	<b>AJK</b>	<b>FATA</b>
Number of colleges	4	4	6	10	0	3	1
Number of universities	2	1	1	3	1	0	0
Number of apex bodies	2	0	0	0	0	0	0
Number of participants	8	5	7	13	1	3	1

A Senior Research and Development Associate from EDC conducted a third Math PDI for Cohort III university and college faculty members teaching Math in the ADE program. The four-day institute, held at AIOU, was designed to help the math faculty deal with content of both the second and fourth semester math courses. The PDI was attended by 34 math teacher educators. Table 17 provides a summary of participation in PDI Math.

**Table 17: Summary of participation in PDI Math**

	Sindh	Balochistan	KP	Punjab	GB	AJK	FATA
Number of colleges	5	5	4	10	1	7	0
Number of universities	0	0	0	1	0	0	0
Number of apex bodies	1	0	0	0	0	0	0
Number of participants	6	5	4	11	1	7	0

*Activity 2.2.3: Improve implementation of the practicum component of the ADE and B.Ed. (Hons.) programs by supporting universities and colleges to expand linkages with practicum schools*

Earlier in FY 12, the USAID Teacher Education Project completed the notification of practicum schools for all 48 Cohort I and II colleges offering the ADE and the seven universities offering the B.Ed. (Hons.) programs. During the reporting period, the project professional development team continued to work with Cohort III colleges and universities to select and notify their schools.

During the reporting period, 10 workshops on Practicum Module 1 with 65 faculty members and 190 school teachers were conducted in Balochistan, Khyber Pakhtunkhwa and FATA. Practicum Module 1 focuses on the importance of the practicum, school visits and linkages with schools and school teachers from cooperating practicum schools. Nine Practicum Module 2 workshops were offered to 143 faculty members from colleges and universities in Sindh, Khyber Pakhtunkhwa, Punjab and GB. The focus of the Practicum Module 2 is mentoring, assessing the practicum and the introduction of the standards based practicum manuals (please refer to Result 2.3). Table 18 provides a summary of Practicum Module workshops held during the reporting period.

**Table 18: Summary of Practicum Module workshops held during the reporting period**

	Sindh	Balochistan	KP	Punjab	GB	AJK	FATA
<b>Practicum Module 1</b>							
Number of colleges		0	2			6	2
Number of universities		1	0			0	0
Number of apex institutions		0	2			1	2
Number of participants from colleges and universities		4	4			45	12
Number of participants from schools		16	46			121	7
<b>Practicum Module 2</b>							
Number of colleges	2		10	2	3		
Number of universities	2		1	0	1		
Number of apex institutions	2		1	1	0		
Number of participants from colleges and universities	33		39	20	51		

### Support to practicum schools

To help strengthen links between colleges and universities and their practicum schools, and to improve the quality of the practicum, the USAID Teacher Education Project will provide professional development and teaching learning resources to 650 practicum schools. To help reach this number of schools and the teachers who support practicum, the project requested proposals from 16 Pakistani organizations and institutions with a strong track record of working with teachers. (These were the organizations short-listed after a call for Eols in the previous quarter.) Proposals were reviewed and eight organizations were selected during the reporting period.

The project has put together packages of resources: Literacy (Grade I-III), Library Resources, Teaching Math, Teaching Science, Teaching Social Studies packages, and sports, furniture and drinking water/hand-washing packages. Schools will be invited to select a number of these packages depending on their needs. During this quarter, samples of each kit were completed, suppliers identified and a brochure prepared to help schools make their selection.

The survey of the schools (to determine which teachers to train and the type of teaching learning resources to provide) and the training of trainers in each of the organizations was planned for November and December 2012 but finalizing grant agreements has taken much longer than anticipated.

### Practicum Study Tour

Twenty-four educators from across Pakistan, including faculty members from colleges and universities visited the United States to take part in a Practicum Study Tour for Pakistani Teacher Educators. The three-week study tour (October 26-November 14 2012) provided participants with an opportunity to



**Photograph 5: Participants of Practicum Study Tour in the United States**

witness and learn about innovative practices of clinical experiences in professional development schools and teacher training programs in the US, with a focus on best practices in teacher practicum programs.

The study tour was conducted by the Eastern Michigan University (EMU) in coordination with EDC. Participants worked with experienced faculty members at EMU to analyze ways of addressing common challenges and approaches to building collaborative relations with schools and teacher training institutions. In addition to intensive sessions with faculty and students at EMU, the tour featured practicum school site visits, with a focus on particular features of effective practicum programs



around the United States and the policy and planning implications for instituting these programs.

Throughout the study tour visit, participants were developing concrete action plans to be implemented upon their return to Pakistan. A common theme in almost every action plan is building a relationship with practicum schools, their administrators and co-operating teachers. This was something participants saw on their visits to schools in Michigan and later in Virginia. Other common themes are the selection of cooperating teachers and improving the assessment policy of practicum. Participants from apex intuitions highlighted the importance of dialogue with the universities in their provinces.

In addition to individual action planning, participants worked with colleagues from the same province to identify and discuss areas for coordination and collaboration. For example if a college needs more practicum schools to work with, then apex institutions should support the college by providing them the notification from the Directorate of Education. EDC will be submitting a full and detailed report on the study tour to USAID but following are some of the things participants noted in their evaluations at the end of the visit:

*“Remarkable experience; had exposure to a number of situations/activities. The event was learning-rich.” Assistant Professor from a Pakistani university*

*“A great experience of exchanging ideas and knowledge, which extend my understanding of practicum processes and procedures.” Instructor from a college*

*“All the sessions helped us in understanding the practicum, its structure, assessment, feedback processes, and also the cultural and professional values of the nation.” Teaching faculty from apex institution*

*“A great effort was placed by all the organizers/coordinators to make this tour worthy and full of learning.” Instructor from college*

Upon return to Pakistan, the three USAID Teacher Education Project staff who joined the study tour and EMU faculty continued discussions about how best to support the participants in the study tour as they implement their action plans. In December 2012, the project hosted a one-day meeting with participants to find out more about the type of support they required, to refine action plans and to have seminar via videoconference with EMU faculty. Eighteen study tour participants joined the meeting and EMU faculty provided a one-hour seminar on school partnerships.

Project staff and EMU discussed options for follow up and it was agreed that project staff in each province would be working with participants to implement their action plans. Participants will contact EMU staff as and when they need advice and EMU will reach out to a smaller group of participants (eight) who are interested in action research and the practicum.

#### On-site support at partner colleges and universities

During this quarter, the Professional Development teams in each province were aiming to increase the amount of on-site support at colleges and universities. This was possible in Punjab, AJK, Balochistan and GB where all colleges (except Panjgoor) received at least two follow-up visits (with the majority receiving more than two visits). In Sindh and Khyber Pakhtunkhwa additional efforts are required to ensure that all colleges and universities in secure locations receive on-site visits.

## Blended Learning (BL)

USAID Teacher Education Project's Blended Learning program is aimed towards increasing access to quality learning materials for prospective teachers and providing opportunities for continued self-study to teacher-educators. The program will be presented in ten professional development packages or modules on DVDs with accompanying print materials. Ten blended learning modules (BLMs) will be developed over the life of the project, and each one will be designed around the core themes of either (a) content, including teaching, or (b) pedagogy. The materials on the BLMs are provided on the DVDs and thus do not rely on Internet connectivity. Table 19 provides a summary of progress for the development of BLMs during the reporting period.

**Table 19: Summary of progress for development of BLMs**

BLM	Description	Update		
		Content Development	Production	Implementation
<b>BLMs1 &amp; 2 (Collaborative Learning &amp; Instructional Design)</b>	BLMs 1 & 2 are primarily pedagogical modules that illustrate and discuss collaborative learning strategies in a variety of subjects. Given the need and consequently the volume of content for the topic, it was decided to present it in two BLMs.	<ul style="list-style-type: none"> <li>Completed all revisions to content on the basis of feedback from faculty members.</li> <li>Facilitator's Guide for BLM1 was finalized. It includes detailed directions for materials (How to use) and sequencing of activities for training using the BLM DVD.</li> </ul>	Final module-1 is undergoing debugging and final testing. It is expected to finish by the first week of January 2013. Revisions were made to BLM1 during this quarter on the basis of feedback from first round of rollout. Print design for Facilitator's Guide for BLM1 is underway. Final BLM-2 is expected to finish by mid January.	First training event to implement Foundation Module-1 through BLM was held in Quetta.  33 faculty members (9 female and 24 male) from eight 3 <sup>rd</sup> cohort colleges in Baluchistan participated in the training event.
<b>BLM3 (Science-1) – 'Properties of Matter'</b>	BLM3 (Science) targets for conceptual understanding of fundamental Science concepts as opposed to just accumulation of factual knowledge at both teacher-education and elementary school levels. BLM2 (Science) focuses on	<ul style="list-style-type: none"> <li>Content development for the module is in progress. Three of six sections of the BLM have been drafted.</li> <li>Some revisions were made to the produced content based on the</li> </ul>	All video sessions were recorded this quarter.  Editing is underway.  Animations and videos on content were identified from EDC's and Harvard-Smithsonian's archive. These	ToT is planned for next quarter to implement Science PDIs in a blended mode using BLM Science.



	teaching subject matter and basic teaching skills for Science i.e., <ul style="list-style-type: none"> <li>Scientific and inquiry methods,</li> <li>Role of questioning,</li> <li>Identifying misconceptions, and</li> <li>Facilitating the process to seek answers and 'evidences'.</li> </ul>	diagnosis during the third PDI for Science.	animations will be adapted locally for use in Science BLMs. Completion of this BLM is planned for next quarter.	
<b>BLM4 (Teaching Literacy-1) – 'Growing up to read and write' (Early reading and writing)</b>	This module targets understanding of theory and practice of teaching early reading and writing amongst prospective teachers. Video case studies and examples of instructional models designed for the module will have a strong connection between theory and practice.	Content development for BLM4 (Teaching Reading) was completed during this quarter. The learning materials include readings, practice activities, case studies and animations to understand the literacy process.	Video recording will start around mid-January with the start of schools after winter break. Work on other parts for production will proceed simultaneously.  <b>Contract Procurement:</b> A second round of open bidding for the BLM production was initiated this quarter through newspaper advertisement. Nine production firms responded through Expression of Interest. Procurement for the production of the module will be finalized early next quarter.	Completion of this BLM is planned for next quarter.  This BLM will be introduced to the faculty for formative evaluation in the next quarter.
<b>BLM5 (Formative Assessment)</b>	This module presents questioning as the bedrock for different types of educational assessment in a simplified way. The module includes	Content development for BLM5 (Formative Assessment) completed this quarter. Readings, video and animation script, activities and other	Video recording will start around mid-January when schools resume after winter break.	Formative evaluation of BLM materials will progress in parallel with production next quarter.

	instructional videos, enrichment activities and learning materials related to the topic.	learning materials for all five sections of the module were completed.  Facilitator's Guide for the module was also drafted this quarter.		
<b>BLM 6 (Mathematics-1)</b>	BLM Title: <i>Geometric Theorems</i> (without memorization)	Content map and sub-topics are in the final stages of completion.  Facilitator's Guide is being developed.	Filming of video sessions will start next quarter following contract procurement.	
<b>BLM7 (Summative Assessment)</b>	This BLM focuses on summative assessment including conventional and alternative methods of assessment.	Work on content development started this quarter.		

Note: Two modules will be designed each for Science, Mathematics, Teaching Literacy and Assessment.

### **RESULT 2.3: UNIVERSITIES AND COLLEGES INCORPORATING USE OF STANDARDS WITHIN THEIR IMPLEMENTATION OF THE NEW DEGREE PROGRAM**

#### *Activity 2.3.1: Finalize national professional standards and create subject-specific standards*

The USAID Teacher Education Project has developed rubrics for the National Professional Standards for Teachers in Pakistan and designed a series of practicum manuals (Handbooks) that guide the implementation of the manual and the assessment of student teachers against the standards. There are three handbooks (one each for the student teacher, cooperating school teacher and the university/college supervisor) for each of the practicum courses included in semester 3 and semester 4 (six manuals in total).

The handbooks for semester 3 were piloted and finalized in Q4 of FY12. During this quarter, three colleges and two universities began piloting handbooks for semester 4 with a view to finalizing the same in early January 2013, based on their feedback. Also under this activity, subject specific standards for newly qualified teachers are being developed for selected subjects. Work continued this quarter and drafts were prepared for science, teaching literacy and math.

#### *Activity 2.3.2: Assist provincial institutions, universities and colleges to apply the standards toolkit to the new degree programs*

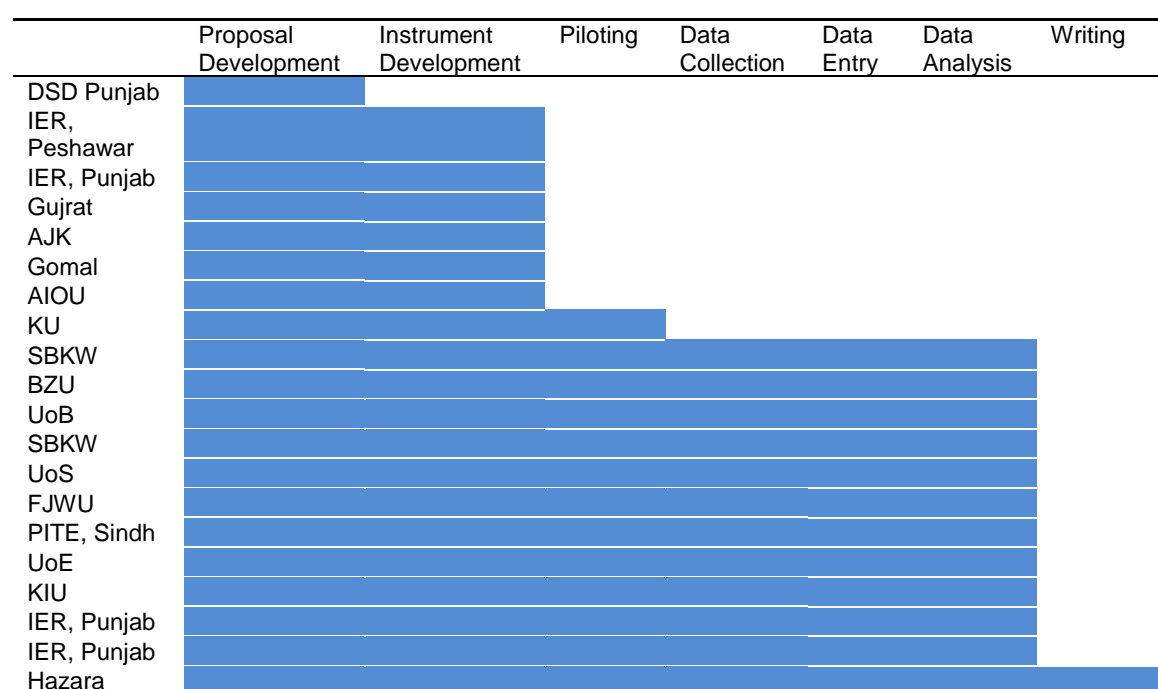
During this quarter, three faculty members (including the principal) from each of 17 partner colleges and faculty members from four universities learned how to use the standards based practicum manuals to guide and assess the practicum. Training includes video footage of student teachers, cooperating schoolteachers and supervisors using the tools and approaches in the manuals. A total of 39 colleges have started using the standards-based manuals but additional work is required with many of the partner universities to help ensure that the approach to assessment is adopted and included in their policies. Accordingly, meetings in each province are planned for early January to share and discuss the manual specifically with universities – including the controller of exams.

## Result 2.4: Research programs conducted

### Activity 2.4.1: Revise the grant-award process to make additional 20 research grants

Research teams with research grants from the USAID Teacher Education Project continue to make progress during the reporting period. These teams are at various stages of the research process and the following Gantt chart provides a visual picture of progress made by each team, to date.

Chart 1: Summary of progress by research teams



The target of awarding 20 research grants has already been achieved and negotiations are underway for the award of one additional grant. As a result of an open call for proposals earlier in FY12, the project working with REAC selected Society for the Advancement of Education's (SAHE) proposal for funding. It is anticipated that a grant agreement will be signed with them in early January 2013 in which case the following funds will have been obligated and dispersed:

**Table 20: Summary of research grants**

	<b>Total amount obligated for research grants since April 2011</b>	<b>Total research grant funds dispersed since April 2011</b>	<b>Total research grant funds dispersed during this quarter (Oct-Dec, 2012)</b>
<b>Pak Rupees</b>	23,662,307	5,986,646	2,170,405.8
<b>USD</b>	254,433.41	64,372.54	23,337

Now that several research teams are close to finishing their studies, the USAID Teacher Education Project is focusing on helping them disseminate their research findings. Towards the end of the reporting period, four research teams were accepted for presentations at national and international conferences. Three research teams from the Provincial Institute for Teacher Education (PITE) Nawabshah, FJWU, and University of Education were accepted to present their research findings at the 9<sup>th</sup> International Education Conference held at the Aga Khan University in November 2012. The research team from Hazara has been accepted to present at the Comparative and International Education Society's (CIES) Conference to be held in Louisiana, USA in March 2013.

*Activity 2.4.2: Reconstitute the Research Evaluation and Advisory Council (REAC) and revise its mandate*

The 7th REAC meeting was scheduled to be held in December 2013, but could not take place due to scheduling conflicts as well as the leadership changes at the HEC. This meeting is now scheduled for early next quarter. Since the USAID Teacher Education Project is nearing its completion, the focus of this meeting will be to find ways in which research initiatives undertaken by the project can be sustained and mainstreamed. The REAC members and project teams will sit together possibly with the HEC and the USAID to brainstorm concrete steps that can be taken to sustain research work of the project.

The REAC Chairperson (also Vice Chancellor at the University of Gujrat), shared earlier that the REAC review process (it is a one to two day long expedited review process and research teams are informed about results within a week's time) has been mainstreamed and institutionalized at the HEC where the Social Sciences Committee has already started using the REAC model for proposal reviews.

*Activity 2.4.3: Develop capacity for conducting educational research*

Two short research training courses (1) Understanding Statistics and Simple Analysis; and (2) Statistical Package for the Social Sciences (SPSS) Statistical programming were recently offered to research teams working with the project. The courses were conducted by the Faculty Development Academy at COMSATS, Islamabad. Both courses were five days long and the first course was attended by nine participants and the second was attended by 18 participants.

Attendees provided favorable reviews about the courses and several of them suggested that they wanted more courses like these on other topics in the future. Researchers thought that the courses taught had relevant content. COMSATS, at the suggestion of the project, conducted a needs assessment of participants prior to conducting courses, which helped develop relevant and very practical courses. The courses consisted of mini lectures and several hands-on sessions where participants practiced on their own data as well as 'dummy data'.

A third course on content analysis is scheduled to take place early next quarter in Lahore. A total of 27 researchers have already registered for this course. Faculty members seem to be especially interested in this course since qualitative research and qualitative data analysis are relatively new approaches of research for several faculty members at partner universities.



**Photograph 6: Participants during a research workshop**

Preparations are also underway for the third National Research Seminar scheduled for January 14-16 in Lahore. The focus of this seminar will be research writing and dissemination.

### Research mentors

Now that all project partner universities have had the opportunity to submit proposals, the on-site mentoring and monitoring visits will continue by members of the USAID Teacher Education Project research team and the research mentors. To date, four mentors have been identified and assigned to work with research teams. These mentors have accompanied the project research staff for on-site support to research teams. Table 21 shows the number of days and purpose of mentoring visits by the mentors this quarter.

**Table 21: Summary of mentoring visits**

<b>Mentor</b>	<b>Research team</b>	<b>On-site Visits</b>	<b>Virtual support</b>	<b>Purpose</b>
Dr. Nasir Mehmood	SBKWU team (2 teams)	Dec 18-22, 2012 (4 days)	2 days	Supporting the teams in coding, preparation of data files in SPSS, and data analysis
	BZU	Dec 12-13, 2012 (2 days)		Help with data entry
Dr. Rashida Qureshi	FJWU	July 27, 2012 (1 day)	1 day	Supporting the teams in coding, preparation of data files, and Interview transcription
	Gujrat	Dec 30, 2012-Jan 01, 2013 (3 days)		Help finalize instruments and develop plan for pilot
	IER, Peshawar	To take place in January 2013	1 day	To finalize instrument
Adeel Fahim	AIOU; Gomal	Will start in January 2013	2 days	Introduction and finalization of instruments
<b>Total number of days</b>		10 days	06 days	16 days of face-to face/virtual support

The USAID Teacher Education Project recently introduced a new model of virtual mentoring with international mentors. The idea is to connect research teams with international mentors via Skype, video conferencing and emails. This way research teams can benefit from international experts as well as expand their professional networks. So, far we have two international mentors on board. Table 22 provides details and teams are mentioned below.

**Table 22: Summary of mentors**

<b>Mentor</b>	<b>Research team</b>	<b>Virtual support to date (approx. 15 in total)</b>	<b>Purpose</b>
Alex Akulli (Director of Intl Programs at Lynchburg College, VA, USA; final year PhD candidate at MSU)	UoS	Two days	Skype meetings were held for introductions; familiarization with the proposal. The mentor is now assisting team with data analysis
Julie Sinclair (Ex-Director International Enrollments at Oklahoma City University; Final semester PhD candidate at MSU and Graduate Assistant)	AJ&K	Three days	Skype meetings were held for introductions; familiarization with the proposal. The mentor has already finalized tools with t teams and has helped them develop a data collection plan.

Teams have shown great enthusiasm for working with international mentors. The mentors have also expressed that this is a valuable cross-cultural experience and they look forward to building ties with their teams that will last beyond the scope of this project.

#### National study on Research and Policy Connection in Pakistan

A study is being conducted by the project that will examine how research influences, or not, planning and policy making in the education sector in Pakistan, and to what extent. The study will investigate the demand, or lack of demand, for research from education planners and policy makers and will identify current opportunities for research to inform education planning and policymaking.

The report from the study will provide the basis for conducting a series of roundtable meetings with education planners, policy makers, researchers and relevant think-tanks and organizations that will feature an overview of the report and refine a series of workshop curricula to build the skills and address the specific recommendations of the report.

The research is being conducted by a mix of national and international researchers including graduate students from partner universities (collecting data) and EDC staff from the REL (Regional Education Lab) in the US. Data for the study is being collected via a survey and interviews and via three cases studies. During this quarter, all of the tools were finalized (survey and interview schedules with producers and consumers of research and with donors) and approximately 80% of the data was collected from respondents and for the case studies.



Objective 3: Develop a plan for implementing the new curricula for new and existing teachers

**Result 3.1: Scholarships provided to new teachers to enroll in the new ADE and B.Ed. (Hons.) elementary programs**

*Activity 3.1.1: Provide scholarships to student teachers enrolled in B.Ed. (Hons.) and ADE programs*

During this quarter, a total of 306 scholarships were provided to ADE and B.Ed. (Hons.) students. 148 scholarships were provided to students in Sindh, 130 were provided to students in Baluchistan under Cohort II, 14 were provided to students from the University of Peshawar and 14 were provided to Hazara University in continuation under the Cohort I.



**Photograph 7: First graduating class of the ADE program**

The first group of 49 ADE students from RITE (Female), Abbottabad graduated during this quarter. In addition, 28 scholarships for students from RITE (Male), Peshawar was also paid in the month of December 2012.

Payments for the 55 second and third scholarship installments for continuing students from GCET Hyderabad and GCET Hussainabad were also awarded during the reporting period.

In order to respond to the increased enrolment rates at partner colleges for the ADE program, it was decided that the project would increase the number of scholarships from 100 to 160 for students in KPK, Punjab and Sindh. An Increase from 100 to 135 is proposed for AJK and from 100 to 120 for Balochistan. There will be no increase in number of scholarships for GB. The increased interest in the ADE program is a significant milestone.

The project plans to distribute a total of 205 scholarships in KPK, 52 in FATA, 150 in AJK and 235 in Punjab respectively. This is due to an increase in the number of scholarships. Scholarship award ceremonies are scheduled for early next quarter. Table 23 provides a summary of ADE and B.Ed. (Hons.) scholarships awarded during the reporting period.



**Table 23: Summary of scholarships awarded during the reporting period**

	Region/University/Colleges	Semester/ Installment	Number of scholarships	Total amount disbursed (PKR)
	<b>Baluchistan</b>			
1	Baluchistan University	1	15	300,000
2	Sardar Bahadur Khan Women University	1	15	300,000
3	Baluchistan colleges	1	100	2,000,000
	<b>Sindh (New students)</b>			
4	University of Karachi	1	15	300,000
5	University of Sindh	1	08	160,000
6	Sindh colleges	1	125	2,500,000
	<b>Khyber Pakhtunkhwa</b>			
7	Hazara University	4	14	280,000
8	Peshawar University	4	14	280,000
9	RITE Female Abbottabad	4	49	980,000
10	RITE Male Peshawar	4	28	560,000
	<b>Sindh (Continuing students)</b>			
11	GCET Hussainabad	2&3	19	760,000
12	GCET Hyderabad	2&3	36	1,440,000
	<b>Total</b>			<b>9,860,000</b>

### **Result 3.2: Provincial plans prepared to upgrade practicing teacher qualification**

*Activity 3.2.1: Develop Strand 1 Bridging Programs for six universities/colleges to offer an ADE Bridging Program*

Table 24 provides a breakdown of activities undertaken during the reporting period.

**Table 24: Summary of activities undertaken for development of Strand 1 Bridging Programs**

Activity	Progress
Develop Strand 1 ADE Bridging Program	A bridging program with the name 'ADE in-service' has been conceived and developed in a series of meetings of the sub committee of NCRC
Submission of Scheme of Studies for bridging courses by NCRC to HEC for approval	During the reporting period, NCRC approved the ADE in-service scheme of studies, which were submitted HEC and approved. A notification in this regard is expected early next quarter.
Realign course outlines and syllabi for existing ADE courses according to the approved scheme of studies	A meeting in this regard is scheduled with partner universities early next quarter
Consult provincial/area governments to develop draft terms and conditions for in-service teachers who will joining the bridging programs for in-service teachers	During the reporting period, staff from the USAID Teacher Education Project met with government officials from four provinces/areas (KPK, Baluchistan, Punjab and AJK). A meeting with officials from the Sindh government is scheduled for early next quarter. A joint meeting with representatives from all the provinces and area governments is also scheduled for the next quarter.

Administer 300 scholarships and establish eligibility criteria, mechanisms of nominations, and payment modalities	These items were discussed with government representatives during the reporting period and it is anticipated that they will be finalized during the next quarter.
Finalization and approval of provincial terms and conditions for in-service teachers by the provincial Education Departments	These were discussed with officials from the provincial Education Departments and are expected to be finalized early next quarter
Identify criteria for the selection of six partner universities/colleges and develop collaboration agreements with the USAID Teacher Education Project	Six partner universities (UAJK, HU, SU, BU, PU and UOE) interested in implementation of the ADE in-service program were selected during this quarter
Submission of course outlines, syllabi and scheme of studies to boards of studies/ academic councils of relevant partner universities for approval	The Scheme of Studies approved by NCRC but not yet notified by HEC are under consideration by six partner universities. Universities are working to adapt this scheme of studies following approval from their statutory bodies.
Organize a three-day work retreat with six partner universities and respective governments to collaboratively plan for Strand 1 Bridging Program	3-day work retreat has been divided into two workshops/meetings with universities and government representatives and scheduled for early next quarter
Nomination of in-service teachers from provincial departments of education for participation in the bridging programs	It is anticipated to be completed during the next quarter
Approval of the bridging courses from the university board of studies	It is anticipated to be completed during the next quarter
Appoint three inter-university working groups, including representatives of apex bodies, to plan for implementation of the Bridging Program	It is anticipated to be completed during the next quarter
Advertise bridging program for in-service teachers	It is anticipated that this will be carried out during the next quarter following meetings with government and university officials

Table 25 provides a summary of activities undertaken for developing Strand 2 Bridging Programs (provincial plans)

Activity	Progress
Identify criteria for the selection of two provinces and develop collaboration agreements with the USAID Teacher Education Project	Two provinces with maximum clientele i.e. Punjab and KPK were selected.
Appoint an "Expert Group on National and International Bridging Programs" and develop TORs for the group members	It is anticipated to be completed during the next quarter
Assist the Expert Group with literature review, statistical material and compilation of existing studies	It is anticipated to be completed during the next quarter
Prepare and organize three study visits to learn from experiences in other countries and to make the program meet international standards (possible locations include Sri Lanka, South Africa and the United Kingdom	It is anticipated to be completed during the next quarter

## Monitoring and Evaluation

This section of the report provides highlights of activities undertaken during this quarter to expand and refine the monitoring and evaluation (M&E) system and its use to gather quality data in the formative evaluation of programmatic activities. Please refer to Table 35 for the overall project progress against PMP indicators.

### Result 4.1: Monitoring systems designed, approved and established

#### Activity 4.1.1: Design, create and establish monitoring systems

During the reporting period, data for 79 trainings was received from teams in provincial/area and Islamabad offices and data for these trainings was logged in the training database. Table 25 provides a summary of trainings held during the reporting period.

**Table 25: Summary of training workshops held during the reporting period**

Technical Unit	October 2012	November 2012	December 2012	Total
Professional Development	17	9	25	51
Curriculum Development	4	3	7	14
Strategic Planning	4	2	6	12
Research	0	1	0	1
Blended Learning	0	1	0	1
<b>Total</b>	<b>25</b>	<b>16</b>	<b>38</b>	<b>79</b>

Table 26 provides a summary of participants for the workshops during the reporting period.

**Table 26: Summary of participants**

Month	Male	Female	Total	% Female
December 2012	522	298	820	36%
November 2012	274	174	448	39%
October 2012	338	199	537	37%
<b>Total</b>	<b>1134</b>	<b>671</b>	<b>1805</b>	<b>112.00%</b>

Figure 1 provides the gender ration of 1,128 individuals during the reporting period.

**Figure 1: Gender ratio of 1,128 individuals**

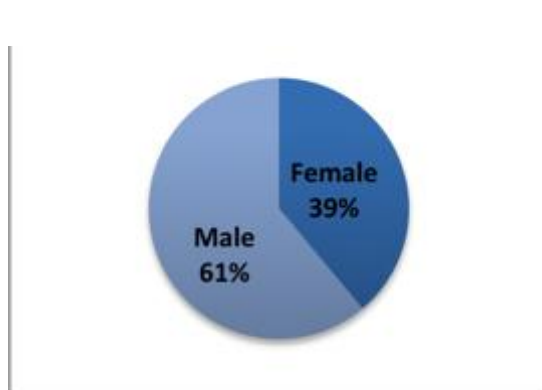
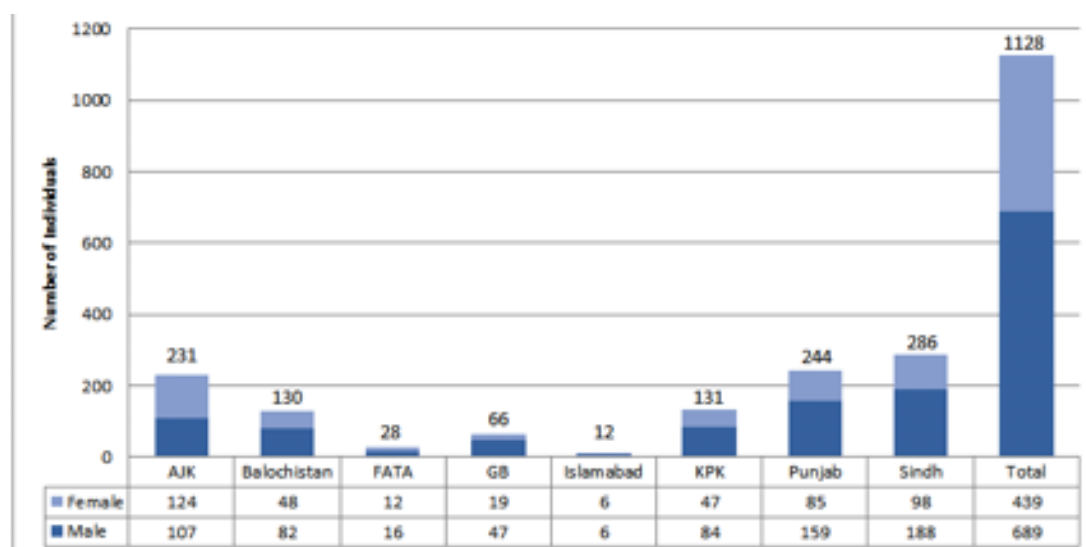


Figure 2 provides a summary of individuals trained by gender and province/area.

Figure 2: Summary of individuals trained by gender and province/area



#### Data entry in training database

Training information forms and attendance sheets for 79 trainings reported so far have been entered in the training database. 1,805 Participant Information Forms for 1,128 individuals have been verified based on their CNICs and signatures to ensure prevention of double counting participants who are repeating training workshops offered by the USAID Teacher Education Project.

#### Process evaluation data

All process evaluation data received during this quarter was reviewed, entered, and synched into Survey to Go (STG) for further analysis. Table 27 provides a summary of process evaluation forms received and synched during the reporting period.

Table 27: Summary of process evaluation forms received

Technical Unit	Number of Post-workshop evaluation forms	
	Received	Synched in STG
Professional Development	1,268	848
Curriculum Development	214	156
Strategic Planning	163	133
Research	9	0
Blended Learning	33	0
<b>Total</b>	<b>1,687</b>	<b>1137 (67%)</b>

### Financial information of trainings

Estimated costs (by trainee, travel & instruction) were extracted from EMRs, and based on these EMR's, 79 preprinted Financial Information Forms (FIFs) were generated and shared with the finance unit to acquire actual cost.

### TraiNet-VCS database

During this quarter, 37 trainings were reported to TraiNET-VCS. The TraiNET report for 37 trainings is attached as Annex 5.

### Progress on recording and management of stakeholder's data

In order to digitize and maintain stakeholders' data (partner institutions, faculty and students), customized database software has been developed and is being piloted. This software will be deployed and used in all provincial/area and Islamabad offices to house, process and make stakeholders' data available for planning purposes. Once completed, this database will provide valuable information and serve as a planning tool for apex bodies in future. It will enable the project to report against PMP outcome level indicators.

For data collection through the partner institution's staff, one-day training sessions on "Recording and Management of Stakeholders Data" were conducted in Punjab (Lahore & Multan), GB and KPK with the clerks/administrative staff, principals/headmasters of partner colleges, and Chairpersons of the Department of partner universities. Table 28 provides a summary of participants.

**Table 28: Summary of participants**

Province – City	Date	Female participants	Male participants	Total participants
Punjab – Lahore	Oct 5, 2012	21	6	27
Punjab – Multan	Oct 8, 2012	15	7	22
GB – Gilgit	Oct 6, 2012	4	7	11
KPK – Abbottabad	Nov 20, 2012	10	30	40
<b>Total</b>		<b>50</b>	<b>50</b>	<b>100</b>

During this quarter, Stakeholders Data Collection tools were rolled-out and data collection plan was developed. Pre-printed copies of the tools have been provided to partner institutions in all provinces/areas for completion. Table 29 provides a summary of stakeholders' tools printed and provided to partner institutions.

**Table 29: Summary of stakeholders' tools printed and provided to partner institutions**

Province	Partner Institutions Forms	Semester Information Forms	Student Information Forms	Faculty Information Forms
AJK	8	21	147	61
Balochistan	39	39	565	307
Sindh	22	45	586	270
Punjab	52	52	3,000	358
KPK/FATA	20	88	1,445	391
GB	4	29	208	38
Total	<b>145</b>	<b>274</b>	<b>5,951</b>	<b>1,425</b>

Overall, 70% of the data has been collected based on stakeholders' forms. The M&E team in provincial/area offices was involved in follow-up and related data review process to ensure all five dimensions of data quality standards. Table 30 provides a summary of progress on stakeholders' data collection.

**Table 30: Summary of progress on stakeholders' data collection**

Province	Partner Institutions Forms	Semester Information Forms	Student Information Forms	Faculty Information Forms
AJK	8	21	145	61
Balochistan	13	22	421	178
Sindh	14	16	460	161
Punjab	26	45	2,056	232
KPK/FATA	19	54	828	130
GB	4	27	208	38
<b>Total</b>	<b>84</b>	<b>185</b>	<b>4,118</b>	<b>800</b>

#### Progress on Pak-Info

The USAID Teacher Education Project partner lists and geo-codes have been updated in Pak-Info portal for all Cohort I & II institutions, including the apex bodies and provincial education departments. The list of Cohort III colleges/universities will be updated during the next quarter. The M&E staff received training on upgraded version of Pak-Info from the USAID Pak-Info team. During the current reporting period, USAID provided the project with the Mission Strategic Framework (MSF) indicators for reporting FY 2012 progress in Pak Info. Performance data against MSF Indicators for FY 2012 have been reported through December 31, 2012.

### **Result 4.2: Evaluation activities designed and conducted**

Activity 4.2.1: Conduct formative evaluation of ADE curriculum, materials and implementation

#### Formative evaluation

During the first quarter of FY 2013, Round-3 of Formative Evaluation (FE) was initiated. The courses to be formatively evaluated include: Science - 1 and Math - 1. A total of eight qualitative and quantitative survey tools were developed in close coordination with the respective course developers and technical teams. Post-tools development were piloted in select partner institutions, translated into Urdu and finalized.

A schedule for FE Round-3 was also developed after updating the academic calendar for all partner institutions, including Cohort III. The schedule for FE Round-3 was based on the current security environment, accessibility of partner institutions and availability of concerned faculty and students.

Before start of the Round 3, a detailed orientation training session on the evaluation protocols and tools was organized for the M&E team. Partner institutions where these subjects have been taught are anticipated to participate during this round. Table 31 provides a province/area-wise breakup. The final number of partner institutions to be covered may vary due to reasons mentioned.



**Table 31: Province-wise breakup of partner institutions**

Sr. Number	Province	Number of partner institutions expected
1	Balochistan	8
2	Punjab	2
3	Gilgit-Baltistan	4
4	Sindh	13
5	KPK	10
<b>Total</b>		<b>37</b>

Updated student enrollment for Cohort I, II and III institutions

The student enrollment data for both ADE and B.Ed. (Hons.) degree programs was updated for Cohort I, II and III partner institutions. This information is vital for the project success and reflects the growing popularity of the of the new degree programs with students.

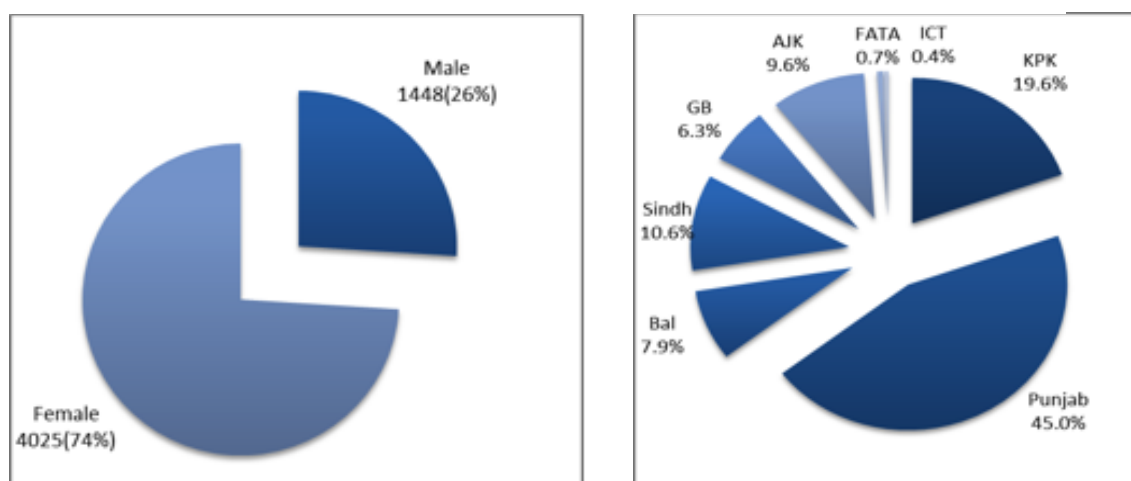
To date, 5,473 students are enrolled in the ADE and B.Ed. (Hons.) degree programs. It is encouraging to note that student enrollments for Cohort III has reached 3,035, which has exceeded the combined enrollment of 2,438 students enrolled in Cohort I and II combined. Table 32 provides a provincial and gender-wise distribution of students enrolled in Cohort I, II and III institutions.

**Table 32: Provincial and gender-wise distribution of students enrolled in Cohort I, II and III institutions**

	Cohort 1 & 2			Cohort 3				
Province/Region	Male	Female	Total	Male	Female	Total	Grand Total	%
KPK	160	264	424	272	374	646	1,070	19.6
Punjab	67	578	645	311	1507	1818	2,463	45
Balochistan	176	254	430	-	-	-	430	7.9
Sindh	205	377	582	-	-	-	582	10.6
GB	55	153	208	27	108	135	343	6.3
AJK	49	100	149	112	265	377	526	9.6
FATA	-	-	-	14	23	37	37	0.7
ICT	-	-	-	-	22	22	22	0.4
Total	712	1,726	2,438	736	2,299	3,035	5,473	
	(29%)	(71%)	(45%)	(24%)	(76%)	(55%)		

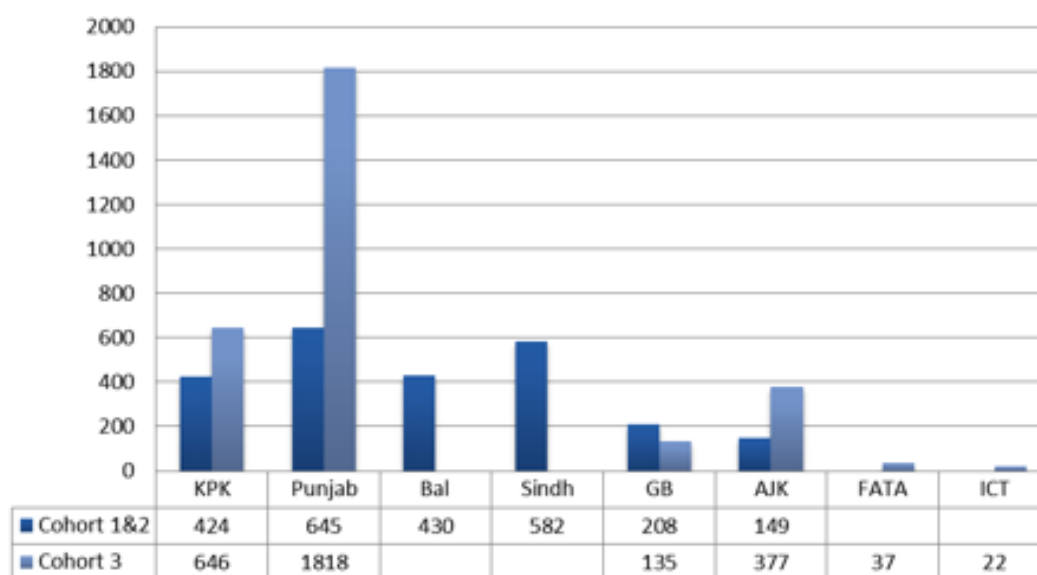
The ADE and B.Ed. (Hons.) programs have attracted more female students (4,025) as compared to male students (1,448). Figure 3 shows the provincial and gender-wise student enrollment in the ADE and B.Ed. (Hons.) programs.

Figure 3: Province and gender-wise distribution of students



The provincial distribution reveals that almost half the students are enrolled in the institutions of Punjab (45%), followed by KPK (19.6%), Sindh (10.6%), AJK (9.6%), Balochistan (7.9%), GB (6.3%), FATA (0.7%) and ICT (0.4%). Table 33 provides summary of this provincial/area breakdown.

Table 33: Provincial distribution of student enrollment



Out of a total of 5,473 students enrolled, the ADE program has attracted a total of 4,340 (79%) students and B.Ed. program has 1,133 (20%) students enrolled in the partner institutions. Table 34 provides a summary of students enrolled in the ADE and B.Ed. (Hons.) programs.

**Table 34: Students enrolled in ADE and B.Ed. (Hons.) programs**

	ADE			B.Ed. (Hons.)		
Province/Region	Male	Female	Total	Male	Female	Total
KPK	336	537	873	96	101	197
Punjab	296	1447	1743	82	638	720
Bal	161	221	382	15	33	48
Sindh	178	341	519	27	36	63
GB	72	238	310	10	23	33
AJK	143	311	454	18	54	72
FATA	14	23	37	-	-	-
ICT	-	22	22	-	-	-
<b>Total</b>	<b>1,200</b> (28%)	<b>3,140</b> (72%)	<b>4340</b> (79%)	<b>248</b> (22%)	<b>885</b> (78%)	<b>1,133</b> (20%)

*Activity 4.2.2: Conduct process evaluation of professional development (PD) activities*

During this reporting period, the M&E unit continued to collect process evaluation data from the participants of Professional Development and Strategic Planning activities. The M&E staff visited various participant training activities and interacted with the participants. The purpose of gathering feedback from the participants of various Project activities was to assess the implementation of these activities, document the feedback from partners and lessons learned and provide feedback to the respective project teams. The key findings from the process evaluation report for capacity building trainings held during January - August 2012, which included: Strategic Planning, Professional Development, Semester Orientation & Curriculum Development and Research workshops were shared with the Project technical and provincial teams in senior management meetings on a regular basis.

Strategic planning process

During this quarter, the M&E unit continued to provide its support to the strategic planning team by providing technical assistance to the partner institutions for developing M&E frameworks of their respective university strategic plans. The M&E unit supported IER, University of Peshawar with building their staff capacity in M&E for helping frame the M&E framework for their university strategic plan. The M&E consultant for strategic planning is continuing with his review of the provincial strategic plans and will be meeting key members of the provincial strategic planning task forces to firm up his findings and recommendations for improvements.

Table 35: Progress against Performance Monitoring Plan (PMP) indicators

PMP Ref. #	PMP Indicators*	Target FY-2013	Target Q1-FY2013	Achievement Q1-FY 2013	% Deviation from Target	Deviation Explanation +/- or more
1.2.1	A number of university strategic plans developed to support the implementation of ADE/B.Ed. (Hons.)	15 <i>GB (1), KPK(2), Punjab(5), Sindh(5), Bal(2)</i>	5	0	Under performed by 100%	The draft plans have been developed for five universities, which include University of Peshawar, University of Karachi, Shah Abdul Latif University, University of Balochistan and KIU. Formal approval by University authorities is awaited.
1.2.2	A number of college improvement plans (CIP) for providing teacher education developed by teacher training institutions	18 <sup>2</sup> <i>Punjab (14), KPK (6), Bal (7), AJK (4), Sindh (6) and FATA (2)</i>	31	26 <i>KPK (6), FATA (2), Punjab (14), AJK (4)</i>	Under performed by 16%	<b>Bal:</b> Seven CIPs of Cohort 3 colleges drafted. <b>Sindh:</b> Six CIPs of cohort 3 colleges have been drafted. The approval process has been delayed due to unfavorable law and order situation and institutions were engaged in preparation to start new degree programs.
1.2.3	A number of college-university affiliations developed	18 <sup>3</sup> <i>Punjab (14), KPK (6), Bal(7), AJK(4), Sindh(6) and FATA(2)</i>	31	1 <i>KPK (1)</i>	Underperformed by 97%	<b>Punjab:</b> Affiliations are still awaited from DSD. <b>Bal:</b> All cohort 3 colleges are starting ADE programs from March 2013 and university of Balochistan will provide affiliation after the ADE program is initiated. <b>KPK:</b> 5 colleges have sent applications for affiliation to concerned universities.

<sup>2</sup> FY 2013 Target was increased to 39 CIPs developed due to the new/ Cohort-3 partner colleges

<sup>3</sup> FY 2013 Target was increased to 39 affiliations developed due to addition of the new/ Cohort-3 partner colleges

						<b>Sindh:</b> Letters from Colleges to Universities sent. AJK: Affiliation process has been started in 6 Colleges and in process of affiliation.
1.3.1	A number of small grants distributed to provincial apex institutions	7 <i>One Apex body in each province AJK, KPK, Balochistan, Punjab, Sindh, GB and FATA.</i>	0	NA	NA	Although no target for Q1, Grants team reported that 'Request for approval from USAID is submitted for three (3) apex bodies.'
1.3.2	A number of small grants distributed to Universities	21 <i>KPK(4), ICT(2), Punjab(5), Bal (3), GB(1), AJK(1), Sindh(5)</i>	0	NA	NA	Although no target for Q1, Grants team reported that 'Request for approval from USAID is submitted for Seven (7) Universities.'
1.3.3	A number of small grants distributed to colleges	75 <i>KPK(19), AJK (10), GB(3), FATA(2), Sindh(17), Punjab(18), Balochistan(8)</i>	0	NA	NA	Although no target for Q1, Grants team reported that 'Request for approval from USAID is submitted for seventy nine (79) colleges.'

1.4.1	A number of strategic plans prepared by provincial strategic planning task forces	3 <i>Sindh, KPK and FATA</i>	3	0	Underperformed by 100%	KPK and Sindh drafted. Meetings held by respective provincial governments to endorse the TES. Minutes of meeting/s awaited. Delay in notification of Task force in FATA.
1.4.2	A number of provincial/area documents with projections on teacher demand/needs based on evidence from teacher mapping leading to provincial HR plans for meeting teacher demand ( <b>sub-indicator for O1 IR2</b> )	3 <i>GB, AJK and Sindh</i>	1	0	Under performed by 100%	Initial meetings have been held with AJK Government, which has requested technical assistance to undertake the task. The HO is negotiating with other local institutions to conduct such an activity at the national level. In GB the study is underway through DSD. Sindh has reported that no such study is planned. In GB this activity is in progress and will be completed in the next quarter
1.4.3	A number of revised recruitment rules that allow for hiring of ADE/B.Ed. (Hons) holders (sub-indicator for O1 IR2)	7 <i>GB, AJK, Bal, FATA, Sindh, KPK<sup>4</sup> and Punjab</i>	1	1 (GB)	Target met	<b>Bal:</b> Second draft of service rules/recruitment rules that allow for hiring of ADE/B.ED (Hons) holders are under process, being finalized/approved. <b>Punjab:</b> Amended recruitment rules for ADE and B.Ed. (Hons) submitted to regulation Wing of S&GAD. Final approval is awaited. <b>KPK/FATA:</b> Revised recruitment rules for hiring of ADE graduates for KPK and FATA were notified. Draft of rules regarding B.Ed. (Hons) under consideration.

<sup>4</sup> In KPK the ADE recruitment rules were revised in FY2012



						<p><b>Sindh:</b> The draft was completed with consultation of Education &amp; Literacy department and after several discussions with the finance department the Secretary has asked the DOs to abolish some posts of PSTs, JSTs and HSTs and replace them with JEST &amp; EST for ADE and B.Ed. (Hons) graduates. After the introduction of this nomenclature of JEST &amp; EST it will be easier to change the service rules.</p> <p><b>AJK:</b> The final revised rules submitted to relevant department have been challenged in the court by some of the staff from Education Department of AJK which has delayed the progress.</p>
1.4.4	A number of revised recruitment rules to phase out recruitment or teachers with a PTC/CT/Diploma or 1-year B.ED certification	7 <i>GB, AJK, Sindh, Punjab, Bal, KPK &amp; FATA</i>	0	GB (1), Sindh (1), Balochistan (1)	NA	<p><b>GB:</b> Refer Education Dept., Government of GB notification No. Scc.Edu-5 (4)/2011 dated Gilgit 11<sup>th</sup> Sept 2012.</p> <p><b>Sindh:</b> Refer Education &amp; Literacy Dept. Government of Sindh notification No. SO G-III0E&amp;L/(ITE&amp;CPD)/1-980/10 dated Karachi 2<sup>nd</sup> July 2010. Phasing out of PTC/CT has been done through this notification. The service rules cannot mention the phasing out of PTC/CT, but omit it from the rules and replace it with other professional qualifications such as ADE/B.Ed.(Hons). With regard to 1-year B.Ed this the provincial government cannot phase out till a B.Ed. (Hons)</p>

						<p>Secondary is introduced. As 1-year B.Ed qualified teachers can teach grades 6-10. KPK has not phased out PTC/CT/Diploma programs yet. Anticipated by 2015 when supply of ADE graduates increases to produce the number of teachers needed in the province.</p> <p><b>Bal:</b> Refer secondary Education Department, Government of Balochistan notification no. SO (D)3-27/2011/Edn/2661 dated Quetta 29<sup>th</sup> Sept. 2011. PTC &amp; CT has been phased-out from all GCEEs in Balochistan. It still continues in Private sector and AIOU. Government of Balochistan has taken decision to terminate it completely by next year.</p>
1.4.5	A number of provincial plans to upgrade in-service teacher qualifications drafted ( <b>sub-indicator for O3 IR7</b> )	2 <i>Punjab and Sindh</i>	0		NA	
1.4.6	A number of PC-1s developed to support the establishment of the new Teacher certification and licensing units (sub-indicator for O3 IR7)	2 <i>Sindh &amp; AJK</i>	0		NA	
2.1.	Number of Province/areas with plans to meet teacher demand/needs based on evidence from teacher mapping	3 (GB, AJK & Sindh)	1	0	Underperformed by 100%	<p><b>Sindh:</b> Not conducting the teacher mapping exercise</p> <p><b>AJK:</b> Initial meetings have been conducted with the AJK government and a request for technical support has been sent by the government of AJK to the</p>

						<p>USAID TEP. The provincial team will collaborate with the government to launch the activity. Further, the project at the HO level is negotiating with other institutions capable of conducting such an activity on national level. We are waiting for the outcome of this initiative</p> <p><b>GB:</b> The teacher mapping exercise in GB is in progress. Once the teacher mapping in GB is completed. The province will use this data to make plans to meet teachers demands based on the evidence from teachers mapping.</p>
2.1	A number of colleges offering ADE/B.Ed. teaching degree	75	77 Bal(13), AJK(12), KPK(19), GB(3), Punjab(20), FATA(2), ICT (1) & Sindh(18)	76 KPK(19), FATA(2), Punjab(20), Sindh(12) AJK(12), GB(3),Bal(8)	Underperformed by 1%	<p><b>Sindh:</b> 6 colleges from Cohort 3 have announced admissions and classes will start from Feb 1, 2013</p> <p><b>Bal:</b> 8 colleges have been notified in Cohort 3, professional development activities are being done with the faculties. Academic year will start from Jan. (summer zone) &amp; in March (winter zone) 2013</p>
2.2	A number of universities offering ADE/B.Ed. (Hons) teaching degree	23	16 KPK(4), Bal(2), AJK(1), GB(1), Punjab(5) & Sindh (3)	14 KPK(3), Punjab(5), Sindh(2), GB(1), Bal(2), AJK(1)	Under performed by 13%	<p><b>KPK:</b> Malakand university did not start offering B.Ed</p> <p><b>Punjab:</b> Universities of Punjab, Gujrat, FJWU, Bahauddin Zakria and Univ. of Education, Lahore are offering B.Ed. (Hons) program.</p>

3.1	Number of host country officials and faculty members participating in a study tour to increase their capacity	26+7 (50% females) (6 each from KPK, Balochistan, Sindh, AJK, 4 from Punjab, 4 from GB, 1 from FATA)	26	24 (12 female)	Underperformed by 8%	24 participants completed their practicum study visit to EMU, USA
4.1.1	New teaching degree (ADE and B.Ed.) syllabi for years 1 through 4 developed	13 <sup>5</sup>	6	6	Target met	The syllabi are complete for the six of the courses in years 3 and 4 of the B.Ed (Foundations in Education, Education Psychology, Curriculum Development, and Contemporary Issues in Education, Comparative Education, and School Management). Course design work is in progress for the seven remaining courses in year 4 of the B.Ed.
4.1.2	Number of copies printed and distributed	2762	1000	876	Underperformed by 12%	Number of syllabi printed and distributed to universities and colleges for ADE to cohorts 1, 2 and 3 colleges in all the provinces. In addition year 3 draft syllabi and course guides to 2 colleges and 3 universities in Punjab.

<sup>5</sup> 13 courses syllabi in years 3 and 4 of the B.Ed (Hons) Elementary

4.1.3	New teaching degree (ADE and B.Ed) course guides for years 1 through developed	13	6	5	Underperformed by 17%	As of Dec 21, 2012 five course guides (Windows on Practice manuals) have been finalized. One more will be finalized by end December/early January. All 6 will be reviewed by NCRC in January 2013
4.1.4	Number of copies printed and distributed	2942	1000	876	Under performed by 12.4%	Number of course guides printed and distributed to universities and colleges for ADE to cohorts 1, 2 and 3 colleges in all the provinces. In addition, year 3 draft syllabi and course guides to 2 colleges and 3 universities in Punjab.
4.1.5.	New professional development materials by to support new teacher degree: blended learning modules (sub-indicator or O1 IR2)	10	1	1	Target met	DVD for module one will be provided by the team leader.
4.1.6	Number of copies printed and distributed	500	0	0	NA	
4.1.7	New professional development materials: Foundations modules developed	3	0		NA	Task completed in previous year.
4.1.8	4.1.8 Number of copies printed and distributed	315 <sup>6</sup>	0		NA	

<sup>6</sup> 98 colleges and universities and 7 provincial/area governments will receive copies

4.1.9	New professional development materials: Standards Toolkit and National subject specific standards for teachers Developed	6	0		NA	There was no target for Q1 FY2013. However, draft copies have been distributed to 55 institutions and 25 Master Trainers in Sindh, GB, KPK and Punjab.
4.1.10	Number of copies printed and distributed	90	0		NA	
4.1.11	Number of books purchased and distributed to partner Colleges	5,473	0		NA	
4.2	F-list: Investing in People (3.2.2-33): Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities	2	2	1	Underperformed by 50%	Developed for ADE. The courses for B.Ed. (Hons.) are being developed.
4.3	F-list: Investing in People (3.2.2-36): Number of USG-supported tertiary education programs with curricula revised with private and/or public sector employers' input or on basis of market research	2	2	1	Underperformed by 50%	Developed for ADE. The courses for B.Ed. (Hons.) are being developed.
5.1	Number of colleges supporting an improved practicum in schools	17 <i>Punjab (14), KPK (6), AJK (4), Bal (6) &amp; Sindh (6)</i>	0	28 <i>FATA(2), Punjab(14), AJK(6), Bal(6)</i>	Over performed	Progress reflected due to additional Cohort 3 institutions



5.2	Number of schools engaged in an improved practicum activities	193 <i>Estimate:</i> <i>Balochistan</i> <i>( 20) AJK</i> <i>(25), GB</i> <i>(10), KPK(</i> <i>42), Punjab</i> <i>(50), Sindh</i> <i>(33),</i> <i>FATA(14)</i>	0	251 <i>FATA(7)</i> <i>Punjab(150),</i> <i>AJK(60),</i> <i>bal(34)</i>	Over performed	Progress reflected due to additional Cohort 3 institutions
5.3	Number of teachers/ educators trained with USG support (improved practicum/school teachers and headmasters)	527 <i>Estimate:</i> <i>Balochistan</i> <i>(55),</i> <i>AJK (65),</i> <i>GB (25),</i> <i>KPK (100),</i> <i>Punjab</i> <i>(150),</i> <i>Sindh</i> <i>(120),</i> <i>FATA(12)</i>	27	134 <i>(88 female)</i>	Over performed by 396%	KPK, FATA was included in this quarter, however they were not anticipated in the target.
5.4.1	A number of faculty trained to support the rollout of the ADE/B.Ed. (e.g., Foundations Modules, orientation workshops, curriculum development workshops, professional development institutes, research	497 <i>Estimate:</i> <i>Balochistan</i> <i>(80,) AJK</i> <i>(60), GB</i> <i>(22), KPK</i> <i>(110),</i>	100	858 <i>(314 female)</i>	Over performed by 758%	Faculty from 8 institutions of Baluchistan in Cohort 3 were also trained in this quarter.

	workshops)	<i>Punjab (115), Sindh (100), FATA(10)</i>				
5.4.2	A number of faculty members trained in how to use Standards Toolkit.	340	40	0	Under performed by 100%	
5.4.3	A number of faculty members provided research grant technical assistance	60 <i>Sindh(15), KPK(15), Bal(15), Punjab(40) , GB(5), AJK(5), ICT(5)</i>	30	9 <i>(4 female)</i>	Under performed by 70%	Due to fewer nominations received from Partner institutions and composition of faculty.
5.5	Number of research grants awarded	2 <i>Punjab(2)</i>	2 <i>Punjab(2)</i>	2 <i>Punjab (2), KPK (1) Sindh (1)</i>	Target met	The research grants in case of KPK and Sindh were approved by REAC during the last quarter of FY 2012 and the contract with the university has been signed in the reporting Quarter.
5.6	Number of supported research projects implemented	20 <i>KPK(3), Bal(3), Punjab(8), Sindh(3),</i>	1	10 <i>KPK(1), Bal(2), Punjab(3), Sindh(2),</i>	Over-performed by 900%	More partner institutions started implementation than anticipated.

		GB(1), AJK(1), ICT(1)		GB(1), AJK(1), ICT(0)		
5.7	Number of master trainers trained with support	54 (50% females)	59 <sup>7</sup> M(37) and F(22)  Sindh(9), KPK(8), FATA(4), Bal(8), AJK(5), & Punjab(2 5)	45  Sindh M(4),F(4) Punjab M(8),F(5) KPK M(4), F(4) AJK M(2),F (2) Bal M(6), F(2) Fata M(2), F(2)	Underperformed by 24%	The lower number is due to the fact that the DSD decided to reduce the number of Master Trainers to 15 for this quarter (they excluded 10 MTs who do not have sufficient skills for the role). These 10 MTs will work with the other master trainers to get sufficient skills and knowledge.
5.8	Percent of professional development activities delivered by host country trainers trained	50% of 130  (50% in every region except GB where there are no Master	50%	76%  Punjab & Sindh (100%), Bal(87%), AJK(85%)	Over performed by 26%	Master trainers co facilitated the training sessions.  No MT has participated in KPK for this quarter.  MTs of FATA are very new so they are just participating in the sessions.

<sup>7</sup> 4 more MTS from FATA were added in the last Quarter of 2012. So the total numbers of MTs are 59.

		<i>Trainers)</i>				
6.1.1	Individuals receiving scholarships through USG funded partnerships, Scholarship or exchange program to attend higher education institutions (US, Host country, third country).	1,900 <sup>8</sup> , <i>where 1,323 are new recipients and 577 are continuing (50% female students)</i>	1220	438 (54% female) <b>New recipients:</b> <i>Bal: M(109),F(21)</i> <i>Sindh: M(51), F(97)</i> <b>Continuing:</b> <i>KPK: M(42), F(63)</i> <i>Sindh: F(55)</i>	Under performed by 64%	278 scholarships provided to new students. One ceremony in KPK was planned in the last week of December but due to unavailability of USAID officials, it was postponed. 160 scholarships were provided to the continuing students of ADE & B.Ed. The results from KPK and Punjab for the continuing students have been received and scholarships will be awarded next Quarter.
6.1.2	Enrolled students less 6.1.1	1200		5035 (74% female in total enrollment)		Enrollment figures updated as of December 2012. Total enrollment increased due to Cohort 3 admissions.
6.1.3	In-service teachers receiving USG funded scholarships to attend higher education institutions (US, Host country, third country)	300	0	0	NA	Planned for 3 <sup>rd</sup> quarter

<sup>8</sup> By 2013, approximately 400 students are likely to have graduated; remaining 1,900, of which 800 are new and 1100 are continuing

6.2	Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	461(80% of graduating students)	0	0	NA	Planned for 4 <sup>th</sup> quarter
6.3	Percentage of graduates from USG-supported tertiary education programs reporting themselves as employed	461(80% of graduating students)	0	0	NA	Planned for 4 <sup>th</sup> quarter
7.1.1	A number of provincial plans to upgrade in-service teacher qualifications drafted	2	2	0	Under performed by 100%	
7.1.2	A number of university level plans to upgrade in-service teacher qualifications drafted	6 <i>AJK, GB, Balochistan, Sindh, Punjab, KPK</i>	6	0	Underperformed by 100%	Scheme of studies for in-service ADE have been developed during this quarter, approved by NCRC and submitted to HEC for notification. Universities have been contacted and will start implementation in 2 <sup>nd</sup> Quarter of FY 2013 after HEC' notifications.

## Communications

### Result 5.2: USAID Teacher Education Project website maintained

During the current quarter, the USAID Teacher Education Project a new project website based on open source technology 'Drupal'. The revised domain name for the website is [www.pakteachers.org](http://www.pakteachers.org). The new website consists of a complete user-friendly Content Management System (CMS) and is regularly updated.

### Result 5.4: Annual outreach campaign conducted

During the quarter, an extensive outreach campaign was carried out to celebrate the World Teachers Day (known as Salam Teachers' Day in Pakistan) on October 5, 2012. The project's communication products were part of the overall goal to promote the status of teachers in the country. Particularly, all media related activities supported raising the awareness about the newly approved teacher education degree programs. The campaign theme was 'Ustaad, Ujaloon Kay Ameen'.

The specific activities, which were carried out are as follows:

**Town Hall Discussion:** Pakistan Television (PTV) and USAID Teacher Education Project hosted a town hall discussion, which was aired on Oct 5, 2012. The discussion opened up topics of debate within a community and allowed members of the public to voice their opinions and thoughts about teachers and teaching in Pakistan. The town hall discussion was very interactive and promoted a healthy debate to encourage young people in Pakistan to approach teaching as something, which will transform the future. The ADE/B.Ed. (Hons.) students present from all regions of Pakistan participated in the discussion and shared their experiences. The panel comprised of celebrities/media personalities from Pakistan.

**Morning show on ATV:** The project organized a morning show on ATV 'Morning With Farah'. Ms. Joe Lesser Oltheten (Director USAID Education Office), Mr. Tariq Khan (USAID Sr. Education Advisor), a faculty member and ADE/B.Ed. (Hons.) students along with a scholarship holder were invited as guests. The show was broadcasted live on Oct 5, 2012.

**Television Commercial (TVC):** The USAID Teacher Education Project produced a TVC on the occasion of Salam Teachers' Day which was aired on Oct 5, 2012 on the following channels: Hum TV, Geo, PTV, Express 24/7, KTN and Sindh TV. The teasers of this TVC were a day earlier.

**Radio Spots:** Radio spots were also aired on October 5, 2012. They complemented the TVC and the print ads.

**FM 89 – Breakfast Show:** Ms. Joe Lesser, Director USAID Education Office, participated in RJ Khalid's morning show on radio FM 89. This program is very popular among young people in large cities. The program is primarily aired in English language between 7:00 a.m. and 8:00 a.m. Ms. Joe Lesser answered questions which the callers texted in during the live program.

**FM 101 – Hum, App or Behtar Zindagi:** This is a USAID sponsored program, which is aired by the Radio Pakistan's FM 101 channel. The program targets urban and rural population and is aired in Urdu language. On October 04<sup>th</sup>, the Chief of



Party of the USAID Teacher Education Project and Mr. Muhammad Tariq Khan, Senior Education Advisor USAID appeared in the show to discuss USAID's investment to support quality teachers in the country. During the show live calls were also entertained.

**Newspaper advertisements:** The USAID Teacher Education project published quarter page advertisements on October 5, 2012 in all major newspapers. These advertisements were published in both Urdu and English. Print teasers were also published two days in advance before the actual advertisements were published.

**Webpage:** A dedicated "Salaam Teachers Day" webpage was created. The webpage includes interactive features and guides visitors about a number of possible activities they can undertake to recognize their teachers.

**Facebook page:** A Facebook page was designed and launched to promote the World Teachers' Day on Facebook. Visitors were encouraged to share their stories on the difference teachers have made in their lives. Through the Facebook page, visitors were also guided about various activities they could undertake to celebrate this day.

**Twitter account:** A dedicated Salam Teachers Day twitter account was created.

Screen shots of the website, facebook page and twitter are attached as annex 6.

#### **Result 5.5: Annual admissions campaign conducted**

During this quarter, the ADE and B.Ed. (Hons.) admissions for Sindh and Balochistan were carried out. The project gave quarter page/black and white print advertisements in leading newspapers for the universities and education departments of Sindh and Balochistan. An advertisement is attached as annex 7.

## Annexures

1. Minutes of meeting – GB Provincial Steering Committee Meeting
2. Minutes of meeting – KPK Taskforce meeting
3. Draft NACTE proposal
4. Handbook of ELM course
5. TraiNET report for 37 trainings
6. Screen shots of the website, Facebook page and twitter.
7. Admissions advertisement

**Government of Gilgit-Baltistan**  
**Gilgit-Baltistan Secretariat**  
**Office of the Secretary Education, Women Dev. & SWO, GB**

No: Sec.Edu  
2013

January

To:

1. Director, Education (Planning)/ Director DSD-GB
2. Director, Education, Baltistan, Skardu
3. Chairman, Department of Educational Development, KIU, Gilgit
4. Director, Education, Colleges, Gilgit
5. Director, Education (Academics), Gilgit
6. Principal, College of Education, Gilgit
7. Principal, Elementary College of Education for Women, Gilgit
8. Principal, Elementary College of Education for Women, Skardu
9. Deputy Secretary, Education, GB Secretariat, Gilgit
10. Deputy Secretary, Education (Admin), GB Secretariat, Gilgit
11. Deputy Secretary, Finance Department, Gilgit
12. Deputy Secretary, Services Department, Gilgit
13. Assistant Chief (Education), P&DD, Gilgit
14. Provincial Coordinator, USAID Teacher Education Project, Gilgit

**Subject: Approval of minutes of Provincial Steering Committee (USAID Teacher Education Project) Meeting held on 26 December 2102**

Dear all,

I am pleased to approve the minutes (attached) of Provincial Steering Committee for USAID Teacher Education Project meeting held on 26 December 2012 for your information and compliance please.

Thank you all, to make it convenient to attend the meeting and sharing your valuable suggestions and input to help improve the quality of education in GB.

Syed Hadi  
Secretary Education,  
WomenDev.& SWO GB  
Secretariat, Gilgit

Encl: 1. Minutes of PSC meeting held on 26 December 2012  
2. Minutes of previous PSC meeting held on 3-4 August 2011

Copy to: PS to Secretary Education, Gilgit

## Meeting Minutes

**Event Name:** Minutes of Project Steering Committee, USAID Teacher Education Project, GB

**Venue:** Serena Hotel Gilgit

**Date:** December 26, 2012

**No. of participants:** 14 (list attached)

### Agenda

1. Progress review of USAID Teacher Education Project
2. Presentation of PC-I for Directorate of Staff Development-GB
3. Review and approval of rationalization strategy of teaching staff of Government Education Colleges
4. Revisit the Notification of Project Steering Committee - Teacher Education Project

### Proceedings

Mr. Abideen welcomed the PSC members and thanked for their participation in the meeting. Syed Hadi, Chairman, PSC-Teacher Education Project/ Secretary Education-GB chaired the meeting. After recitation of the Holy Quran, Mr. Abideen presented the agenda of PSC meeting. Following the agenda of the meeting, Babar Khan delivered presentation on the progress of USAID Teacher Education Project. Elaborating on the significant achievements of the Teacher Education Project, Babar Khan shared the successful implementation process of ADE and B. Ed. (Hons) program throughout the four provinces of Pakistan and GB in particular. He appreciated the Secretary Education and other senior officials of his department for taking personal interest and encouraging the stakeholder institutions to ensure their technical and policy support throughout the implementation process of project activities. During his presentation, Babar also thanked the Secretary Education for granting approval of revised Recruitment Rules, notification of DSD and proactive participation in the project activities.

Mr. Abideen presented PC-I developed for the establishment of Directorate of Staff Development (DSD). In his presentation, Abideen mentioned that in order to ensure sustainability of ADE and B. Ed. (Hons) program, the Department of Education proposed a separate directorate with the mandate to enhance quality and relevance and address the drawbacks of teacher education program in line with the recommendations of GB Teacher Education Strategy 2018. He added that the proposed DSD is the need to strengthen the existing teacher education institutions as well as addressing the requirements of future expansion of teacher education institutions to other districts of GB. Abideen mentioned that during the implementation of ADE program for the last two years, the colleges of teacher education and Department of Education has experiences various issues that require urgent and special attention.

Further, Abideen said that in order to materialize the establishment of a separate directorate for teacher education institutions, the Education Department had requested USAID Teacher Education Project to provide with a consultant to help the department in

preparing a PC-I, also to facilitate an orientation visit to Lahore and AJK to get an understanding of the similar initiatives under implementation in the two provinces. Briefing the PSC members over the orientation visit made by the Secretary Education, Director Education (Planning), Director Education (Academics) to the Directorate of Staff Development (DSD) in Lahore and Directorate of Curriculum and Research and Development (DCRD) in AJK during November 2012, Abideen shared that the visit remained very useful in terms of learning the experiences and successes of aforementioned institutions and interacting with the officials of these institutions.

Realizing the positive impacts of DSD-Lahore and DCRD-AJK and to address the issues of teacher education in GB, Education Department has therefore prepared a draft PC-I with the technical assistance of USAID Teacher Education Project, Abideen added. He urged the members to share their intellectual input and suggestions to further refine the draft and to make it a purposeful initiative.

Following the briefing by Abideen, Imran Nadeem (Consultant, DSD PC-I) presented the anticipated outcomes of the meeting, related to PC-I. In this respect, Nadeem requested the participants to deliberate on the content and scope of the PC-I and provide their professional input to improve the draft in the following session.

The Chair in his remarks appreciated the initiatives undertaken and achievements of Teacher Education Project made during the last three years. Sharing the reflection of orientation visit to DSD-Lahore and DCRD-AJK, the Chair mentioned that he was inspired by the state-of-art building of DSD-Lahore and the standards maintained by both the institutions visited; and therefore, GB Education Department had requested USAID Teacher Education Project to help them in developing a PC-I for establishment of a similar institution in GB. He added that in order to produce quality teachers in GB and enabling the teaching staff of existing and prospective Teacher Education Colleges to teach the newly introduced ADE program, the province certainly need a separate setup to strengthen teacher education institutions.

Syed Hadi further said that all members of the forum are expert educationists and have exposure and good understanding of the issues related to the primary and elementary school education in GB and particularly the need for capacity building of less qualified teachers. He advised the participants to think critically and provide their intellectual input to fine-tune the DSD PC-I particularly to review the suggested interventions and corresponding budget.

Members of the meeting had a thorough discussion on each activity suggested in the PC-I and provided their input for further improvement. Suggestions made by the participants were incorporated in the PC-I during the meeting with the consensus of members.

## **Decisions**

Following decisions were made in the PSC meeting and the Chairman, PSC advised the members for timely implementation of the decisions made.

1. The Secretary Education advised the Director Education (Planning) to approve the PC-I after the comments/ suggestions of PSC members are adequately addressed and incorporated in the PC-I.
2. The Chairman, PSC also assured to provide policy support to ensure funding for implementation of the PC-I from the ADB 2013.
3. Director, DSD shall facilitate the process of formation of cadre of Master Trainers to train the teachers of Teacher Education Colleges of GB.
4. Arrange PSC meetings as per the frequency of meetings suggested in the notification.
5. USAID Teacher Education Project shall make necessary amendments in the preview of newly introduced governance system (provincial setup) and submit the case to the Secretary Education for re-notification. Forum agreed with the membership structure and ToRs given the in the original notification of PSC.
6. Regarding rationalization of faculty members of Teacher Education Institutions of GB, the Chairman advised the Principals to prepare the case as per the recommendations of University College Collaboration meeting held on 15 September 2012 and Project Advisory Committee meeting held on 13 November 2012 and to submit the case for approval to the Secretary Education without further delays.
7. The Secretary Education suggested USAID Teacher Education Project making video documentaries of the project interventions for the purpose of validation, documentation of the reflection of stakeholders' opinion and dissemination.

**Minutes of Meeting**  
**Task Force on Teacher Education Strategy 2018**  
**December 19, 2012**

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**Meeting Venue:** Committee Room, Block B Civil Secretariat, Peshawar

**Date:** December 19, 2012

**Agenda of the meeting:**

1. To get comments from Task Force members on the TES 2018 and finalize it

**Chaired by:** Mr. Rashid Khan Pendakhel, Additional Secretary  
Elementary and Secondary Education E&SE Khyber  
Pakhtunkhwa

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Meeting started with recitation of Holy Quran which was followed by explaining the objective of the meeting. Mr. Rashid Khan Pendakhel welcomed the participants of the meeting. Following are the proceedings of the meeting:

2. Mr. Ghulam Mustafa briefly presented the formation of the TES and its process with the members. While presenting he referred to the documents which re the sources for developing the TES. All these documents are the E&SE department's documents. He referred that TES 2018 is the further explanation of these documents. Following are the documents which became the basis of the TES 2018:

- a) Comprehensive Development Strategy
- b) Capacity Development Strategy
- c) Institutional Framework for Teacher Development (IFTD)
- d) Education Sector Plan

Teacher  
Education  
Strategy 2018

3. It was unanimously suggested by all the members that now we have launched the ADE degree in all the RITEs and students have now been graduating ADE so we should set a date when the appointment of old programs; CT, PTC and DIE should be discouraged. Ms. Sarwat Jahan recommended that we should stop hiring old programs otherwise students will not get admission in ADE program. The members suggested that we should take steps to stop hiring CT and PTC qualifications by **June 30, 2013**. In this regard Additional Secretary recommended that:



- I. Since ADE is more advanced study than CT and Diploma therefore at first step we should give priority to ADE in our **service rules** for future appointments. For this amendment/editing should be done in service rules by mentioning ADE qualification at the top and then CT, Diploma and PTC. This will give preference to the ADE qualification on PTC, CT and DIE.
- II. As a second step we should amend the **selection criteria** where additional 10 marks should be given to the ADE qualification within the same reference as department have already made for science subjects.

Mr. Rashid suggested that SSRC have approved our service rules and now we can make above changes in the rules and notify them.

4. While discussing the bridging courses, suggestion was made that an analysis to be done to identify the needed to offering the bridging courses. Kamran Iftikhar Lone shared that Higher Education Commission has defined the equivalency of CT and DIE with ADE and has also approved the scheme of studies for CT and DIE to bridge with ADE. Now the department will have to make a policy how to offer bridging courses in the provinces.
5. Members suggested that bridging course for PTC should also be prepared as we have more PTC teachers compared to CT and DIE. Moreover, CT is right now equivalent to ADE therefore there is no attraction for CT qualified teachers. Unless a financial incentive is not determined for ADE the bridging course program will not be successful.
6. Zulfiqar shared that ADE is being launched very successfully in all the RITEs. The only issue is the staff. Few RITES still have one or two teachers which is creating problem in affiliation and also in maintaining quality of the degree program. He also suggested that like ADE we should also revise the courses of Drawing Master (DM), Physical Education course (JDPE and SDPE) and Agro-tech. He shared that these courses are for 9 months and do not have any pedagogy teaching in the course. The courses are also very outdated. The house suggested to have meeting with the university and explore possibilities for offering required credits for these courses. By doing this the teachers with DM or SDPE will also be helpful in teaching where shortage of staff and we can effectively utilize their services.
  - i. Associate Degree in Education
  - ii. Associate Degree in Drawing Master
  - iii. Associate Degree in Physical Education
  - iv. Associate Degree in Agro-Tech
  - v. Associate Degree in Industrial Arts (replacing CT industrial Arts)

7. It was unanimously recognized that to improve and sustain the quality of ADE program teacher should be retain in the RITEs for long time. Otherwise the investment made in the form of professional development of faculty of RITEs will be drain out. All members realize that there is no donor except USAID who is making investment in the capacity building of the faculty of RITEs. Additional Secretary asked DCTE to chalk out a working paper for the training of faculty of RITEs in the areas required like computer, English and other related subjects.
8. While discussing the role of PACTE, Jamal Uddin sahib mentioned that department has already developed a working paper on this. Kamran Iftikhar Lone shared that USAID is facilitating NACTE for accreditation of institutions in all the provinces. In the first step one RITE can be offered for accreditation. On this Mr. Zulfiqar suggested RITE Female Abbottabad to be approved for accreditation with NACTE. The Additional Secretary approved the suggestion.
9. All the participants appreciated the efforts of task force members in developing the strategy document and formally approved it with the following suggestions before submission to Secretary:
  - 9.1 The title page should not have USAID logo. The efforts and contribution of USAID have already been acknowledged in the executive summary and also in the acknowledgement.
  - 9.2 Additional Secretary clarified that PITE is not an attached department. It should be mentioned as attached office of Elementary and Secondary Education. There are only two attached department; Directorate of Schools and DCTE.
  - 9.3 Additional Secretary suggested that instead of mentioning new and old teacher's grades it would be better to mention only the new scales (page 50-53).
  - 9.4 Table of page 37-38 need to be verified by DCTE. It should be complete in all respect.
  - 9.5 Policy reform 4.2 should be checked carefully.
  - 9.6 Page 80 some lines are missing in last paragraph.

**Next Step:**

Task force formally approved the strategy document and also decided that after making editing in the document as suggested the final version will be shared with the Secretary Education and a presentation will be made by the Task Force members and Director DCTE.

The meeting ended with vote of thanks of all the members of the Task Force and Ghulam Mustafa Sahib who contributed a lot in developing the strategy.

**The following decisions were taken in the meeting**

1. The TES 2018 document is approved by the Task force Members and the chair of the task Force.
2. Title page should be revised according to the suggestion of the Task Force Members.
3. Changes suggested in different pages should also be incorporated.
4. Changes in service rules should be made. In this regard a meeting should be organized by DCTE to suggest changes in the service rules and selection criteria.
5. DCTE should submit the required PC-1s for the proposals mentioned in the strategy.
6. SNE for the relevant subject based posts in RITEs should be submitted to department by DCTE.
7. DCTE will submit concept paper/ PC-1 for teaching cadre for RITEs.
8. RITE Female Abbottabad is recommended for Accreditation from NACTE.

The Following Members of the Task Force attended the meeting:

1. Mr. Rashid Khan Pendakhel - Additional Secretary- E&SE Khyber Pakhtunkhwa and Chairperson of the Provincial Steering Committee for USAID Teacher Education Project Khyber Pakhtunkhwa
2. Mr. Bashir Hussain Shah – Chief Planning Officer E&SE and Director DCTE
3. Mr. Riaz Bahar –Director ESRU E&SE
4. Mr. Arif Ali Khan – Deputy Director PITE Peshawar
5. Mr. Kamran Iftikhar Lone-Provincial Director USAID Teacher Education Project
6. Mr. Ghulam Mustafa Consultant for TES 2018 USAID Teacher Education Project
7. Mr. Fawad Usman Ali, Consultant for TES 2018 USAID Teacher Education Project
8. Mr. Amir Wali Khan –Officer Communication USAID Teacher Education Project

## **PROPOSAL FOR ACCREDITATION OF B.ED. (HONS.) PROGRAM OFFERED BY TEN UNIVERSITIES AND ASSOCIATE DEGREE IN EDUCATION (A.D.E) BY SIX COLLEGES**

### **1. Background**

Quality education has become synonymous with economic & socio-cultural development of a nation. The growth of the higher education institutions complimented with an increase of the private sector, has set a stage for a wide range and types of education. The heterogeneous student population has made it obligatory for higher education to established systems to ensure the quality of their education and programs. It requires specific actions & mechanisms to be developed and placed by the concerned authorities. Higher Education Commission (HEC) being responsible for the quality assurance of Higher Education, established National Accreditation Council for Teacher Education (NACTE) as an autonomous body, through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517 dated December 6, 2006.

NACTE's mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional internal and external academic evaluation for accreditation and also extend quality support to facilitate teacher education institutions in their capacity building efforts on self-improvement basis. NACTE is authorized to assess and evaluate the quality of the teacher education programs offered by all public and private sector colleges and universities, including the institutions offering the programs under affiliation/collaboration with foreign universities with the approval of HEC. The accreditation of all the graduate and post graduate teacher education programs has been made mandatory by the Higher Education Commission (HEC), to ensure the quality of teacher preparation.

### **2. Rational**

USAID Teacher Education Project have show their willingness in accreditation of the B.Ed. Hons. (4 years) program being offered by the Project funded ten universities and Associate Degree in Education by six Teacher Education Colleges across the country.

Accreditation of teacher education programs being a novice activity to most of the institutions requires their awareness about the importance and process of accreditation. The mandatory status of accreditation for all teacher education programs requires much more substantial role on the part of institutions and their staff, to fully understand their responsibilities and nature of preparation for the accreditation of the programs being offered by them. Realizing this need NACTE offers to conduct training workshops for individual institutions, at request, to help and assist their staff to effectively participate in the process and prepare for accreditation, facilitate them to conduct internal audit of their own programs, prepare, self-evaluation reports and prepare for, and facilitate external audit/ accreditation. NACTE has also conducted three group capacity building workshops for the staff of teacher education institutions interested in accreditation of their programs, with the financial assistance of UNESCO/ USAID.

The accreditation process requires the principal/ head of Department to constitute three to four members Institutional Accreditation Committee including the HoD/ program head, at least one member from the program faculty and one from the support staff. This committee is supposed to prepare self-assessment and facilitate the conduct of external evaluation. The committee will organize, coordinate and facilitate all preparations and logistic arrangements, before, during and, if necessary, after the external evaluation visit. It requires effective exposure and hands on experiences of the institutional staff regarding accreditation process and for proper understanding of the role of NACTE and their own institution and to follow the time line and steps of accreditation processes and procedures. (Annex 1).

The total numbers of participants of the workshops from sixteen institutions will be 48 if three members are invited and 64 in case of four participants. Considering the number of expected participants, the workshops will be conducted in two groups- one in Islamabad for the participants from Federal Areas, KPK, Gilgit Biltastan and AJK, and the second in Lahore for the participants from Punjab, Sindh and Baluchistan. In addition to the conduct of two workshops, the accreditation on priority basis will require NACTE to have additional funds to hire some more staff for data entry, analysis and report generation.

### 3. Budget Estimates for Accreditation of B.Ed. Hons. Program offered by Ten Universities and Associate Degree in Education by Six colleges

The budget estimates for accreditation for sixteen programs are given under following components;

3.1 Support to the Institutional Accreditation Committee members for participation in the workshops.

Description	Unit cost	Units	Cost
<b>A. Two three (3) Days Capacity Building Workshops on Accreditation Processes &amp; procedures for the Training of 64 Staff members of TE Institutions</b>			
Traveling charges @16,000/= pp for 64 person (64×16,000)	16000	64	10,24,000
DA for 64 persons @ 2500/= for 3 (2500×64×3)	2500	192	48,0000
Lunch and Refreshment @ 1600/=person of 3 days (1600×70×3)	1600	210	336,000
Hotel Charges@7500/= for Approx.60 people for 4 nights (7500×60×4)	7500	240	18,00,000
Set of Accreditation Documents @ 1500/= pp	1500	16	24,000
Contingency / miscellaneous	25000	1	25000
<b>Total</b>			36,89,000
<b>3.2 Accreditation Charges</b>			

Accreditation Fee of 10 University Programs	50000	10	500,000
Accreditation Fee of 6 colleges	35000	6	210,000
Data Entry 2 persons for 8 weeks @ 3500 per week (3500×2×8)	3500	16	56,000
Report Generation and Printing @ 30,00/ per program (3000×16)	3000	16	48,000
<b>Sub Total</b>			814,000
<b>3.3. Consultancy Charges</b>			
Traveling charges (one workshop) @16,000/= pp for 3 persons (3×16,000)	16000	3	48,000
DA for 4 persons @ 3000/= for 4 days (3000×4×4)	3000	16	48,000
Stay Charges@7500/= for 3 people for 4 nights (7500×3×4)	7500	12	90,000
Consultancy fees for 4 Consultants @ 8000/per day for 3 days (8,000×4×3)	8000	12	96,000
Total			282,000
Estimate for two workshops =282000×2= 564000			564,000

**Grand Total (3.1, 3.2, 3.3)**

**RS. 5,067,000**



#### 4. Time Line-Tentative

<b>Sr.#</b>	<b>Activities</b>	<b>Time Line</b>
<b>1</b>	Conduct of Two Workshops	January 21-31, 2013
<b>2</b>	Completion and Submission by the Programs <ul style="list-style-type: none"> <li>• 29 documents for Analysis</li> <li>• Self-Evaluation Report</li> <li>• Program performance Profile</li> </ul>	February 1-28, 2013
<b>3</b>	Desk Analysis	March 1-16, 2013
<b>4</b>	Accreditation Visits and Data Collection	March 17-April 15 2013
<b>5</b>	Data Entry	March 25, April 27, 2013
<b>6</b>	Data Analysis	April 1-30, 2013
<b>7</b>	Report Generation	April 15 to May 18, 2013
<b>8</b>	Review of Reports by Accreditation Committee	May 20-25, 2013
<b>9</b>	Approval of Accreditation Reports by National Accreditation Council for Teacher Education	May 27-31, 2013
<b>10</b>	Dispatch of Accreditation Reports to the USAID Project & Programs	June 3-8, 2013



آغا خان یونیورسٹی  
THE AGA KHAN UNIVERSITY

Institute for Educational Development

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**Certificate in Education: Educational Leadership and Management**  
(July – December 2012)



**Course Handbook**  
July 2012

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This Certificate in Education: Educational Leadership and Management Course is developed for the Principals of Government Teacher Training Colleges across Pakistan including FATA and AJK, under USAID's Teacher Education Project.

## Introduction

The Aga Khan University's Institute for Educational Development (AKU-IED) has engaged itself in the process of educational reforms through innovations, practice, policy development and outreach. It aims to improve the quality of education through research, educational programmes, partnerships, and policy initiatives with a commitment to a wider social development. AKU-IED's programmatic activities include a four-year PhD and a two-year Master of Education (M.Ed.) programme in Teacher education and Educational leadership and Management, Advanced Diploma, Certificate Programmes including Educational Leadership and Management and Continuing Professional Education Courses in various curricular and specialized areas including Citizenship Education, Health Education, Primary Education, Educational Leadership and Management, and others.

The above programmes are guided by a philosophy that teachers and others as 'reflective practitioners' and 'pedagogical leaders' must be engaged in continual self-inquiry for improving the quality of education in their institutions.

Since its inception in July 1993, AKU-IED has been working closely with the public education sector for capacity building through public-private partnerships. As part of capacity building of the public education sector of Pakistan, AKU-IED conducted a number of programmes including tailor-made courses for senior government education officers in Sindh, Baluchistan and Punjab and school leaders to assist them in re-conceptualizing their roles and responsibilities as 'effective educational leaders'.

### Teacher Education Project (Pre-STEP)

The Certificate in Education: Educational Leadership and Management Course is designed for teacher education college principals under USAID's Teacher Education Project (Pre-STEP). The overall aim of Pre-STEP is to improve classroom teaching in the public schools of Pakistan by focusing on improvement of pre-service teacher education by building upon work already accomplished. One of the key features of Pre-STEP is to establish a link among teachers and teacher managers, and teacher educators and teacher education managers, as a viable approach to improve efficiency and effectiveness of the education system. This course, thus, supports a key component of the project which is to build the capacity of education managers in teacher development, deployment and support and to enhance their skills in the successful development and implementation of strategic plans for their institutions.

### Course Rationale

There has been a general practice in the public sector that the staff is appointed / promoted as principals, district officers, etc. on seniority basis. In most cases, these officials do not have any management experience and management

qualification. Research suggests that any education institution's success depends on the institutional leadership. The National Commission of Government Service Reforms (2006) has also strongly recommended the development of institutional heads as educational leaders. Research also indicates that there is a close correlation between the quality of teaching and the achievement of the students, and between the quality of leadership and the quality of teaching (Teacher Training Agency, UK, 1998)<sup>9</sup>.

In addition, the introduction of the restructured pre-service teacher education programme – the two-year Associate Degree in Education (ADE) and the four year Bachelors in Education (B.Ed. Hons) require a major shift in curriculum development, and resource allocation. The heads of the elementary colleges of education and the colleges of education will be responsible to provide academic leadership; manage resources and implement all academic programmes. This has also resulted in affiliation of the colleges of education with the degree awarding institutions i.e. public sector universities; and change in their relationship with other apex institutions (e.g. Bureau of Curriculum (BoC), Provincial Education Assessment Center, Provincial Institute of Teacher Education (PITE), etc.).

Furthermore, with the introduction of the 18<sup>th</sup> Amendment of the Constitution, the teacher education has become the subject of provincial governments in the country. This, in itself, has implication for and mega shift in policy and practices for teacher development and teacher education management.

Thus, there is a need to strengthen the system by further enhancing capacities of the college principals by providing them with an opportunity to acquire an adequate repertoire of leadership and management competencies to meet the changing and growing demands of their roles as educational leaders. This Certificate in Education: Educational Leadership and Management course aims to help the prospective participants to re-conceptualize their role as educational leaders and equip them with professional knowledge and skills to develop their institutions as learning organizations.

### Course Aims and Objectives

According to Senge (1993) the learning organizations are organizations where people continually expand their capacity to create the results, nurture expansive patterns of thinking and continually learn how to learn together for enhancing effectiveness and efficiency of institutions. The aim of the course is to help participants develop leadership and management practices to develop organizational culture that fosters learning. The participants would have an opportunity to critically analyse their current roles and responsibilities; acquire a better understanding of initiating and managing organizational change, learn

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<sup>9</sup> (1998). 'National Standards for Headteachers'. Teachers Training Agency, United Kingdom

and improve professional knowledge and managerial skills required for effective human and financial resources management, and develop skills to monitor educational projects and professional development initiatives. The course participants will also be expected to develop and implement college improvement plans to initiate change in order to improve the quality, learning infrastructure and efficiency of their organizations.

As such, the course will help the participants to:

1. Critically reflect on their roles, responsibilities as leaders and practitioners.
2. Develop their capacity to initiate and sustain activities associated with organizational learning and improvement.
3. *Have enhanced understanding about the notion of change and strategies to manage educational change effectively;*
4. Develop skills for conducting action research and using it as a tool for improving teaching learning and management practices;
5. Develop effective leadership and management skills with focus on the management of human, physical and financial resources;
6. Enhance their abilities to mentor their faculty and teachers and learn about innovative ways of promoting self- oriented learning among them.
7. Enhance their understanding of the ways and means of involving apex institutions and universities in organizational learning and improvement.
8. Enhance their understanding of teaching and learning curriculum and assessment practice.
9. Enhance the work related ICT proficiency to use ICT in their work places.
10. Develop, implement, monitor and report organizational learning and improvement plan.

#### Course Structure

This will be a 300-hour course of which approximately 60% would be for face to face component which will include classroom contact time, institutional visits, participants' independent study time working on tasks set by the faculty. The 40% would be field work during which the participants will be expected to work on assessment and on-the-job tasks set by the faculty. The participants will be expected to spend approximately 120 hours (7-8 hours/week) on the field tasks. The course will be offered in following three phases:

First face-to-face interaction at AKU-IED	July 2- 20, 2012
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Fieldwork	July 23 – December 7, 2012
Follow-up workshops	October 16 – 18, 2012
Second face-to-face interaction at AKU-IED	December 10 – 20, 2012

## Course Content

The course content will be divided under following five (5) interwoven themes:

1. Developing leadership for learning
2. Improving teacher education
3. Leading and managing educational change
  - i. Managing Apex and University Relationships
4. Educational leadership and management competencies
  - a) Human Resource Management and Human Resource Development
  - b) Financial Management
  - c) Working with people
5. Institutional planning, monitoring and evaluation (with emphasis on planning and development in public sector)
6. ICT in Educational Management (integrated approach)

### **Theme One: Developing Leadership for Learning**

In this theme, the CPs will be introduced to the notion of learning organization and its five disciplines. The notion of leadership and its orientations (transmission, transactional and transformational leadership) will be discussed under this paradigm. Special emphasis will be placed on discussing the role of a transformational leader in building individual and institutional capacity.

Reflective practice will permeate throughout the course, and the re-conceptualization of the roles will be with particular reference to changing policy and practice in teacher education in Pakistan.

### **Theme Two: Improving Teacher Education**

Teacher education institutions play a vital role in the global education community. They serve as key change agents in transforming education and society by developing new teachers, updating the knowledge and skills of in-service teachers, creating teacher-education curriculum, providing professional development for practicing teachers, contribute to textbooks, consulting with local schools, and providing expert opinion for developing education policy.

Teacher education institutions also offer similar services for school principals who have significant impact on what occurs in schools. Because of the broad

influence in curriculum design and implementation, as well as policy setting within educational institutions, following topics will be discussed:

Teacher Education Curriculum

Teaching, Learning and Assessment practices

Mentoring and Peer Coaching

### **Theme Three: Leading and Managing Educational change**

In this theme, the participants will be introduced to the key concepts of educational change and improvement, with particular emphasis on developing strategies and approaches for leading and managing change effectively. Action research will be exposed for organizational development and ongoing support to teachers and trainees.

### **Theme Four: Leadership and Management Skills and Competencies**

The aim of this theme is to help the CPs develop their skills and insights to lead and manage their institutions effectively. Through reflection, as a strategy for personal and professional growth, the CPs will be encouraged to critically reflect on their current practices vis-à-vis human and financial resource management in educational contexts. Human resource management is ‘people side of management’, which will help CPs to understand and appreciate the art of getting things done with and through the organization’s key resources.

### **Theme Five: Institutional Planning and Developing Monitoring and Evaluation Skills**

Institutional Planning and understanding key concepts of monitoring and evaluation, institutional effectiveness, improvement and change, developing monitoring and evaluation tools and indicators for enhancing institutional performance, developing institutional development plans for continuous follow-ups and learning will be focus of deliberations during the sessions.

### **ICT in Educational Management**

Educational administrative functions include a wide variety of activities such as educational governance, supervision, support services, infrastructure, finance, budgeting, accounting, personnel selection and training system, monitoring and evaluation, facilities procurement and management, equipment maintenance, and so on. ‘Computers bring great speed and accuracy to each of these tasks, along with the convenience of storing large quantities of information on small disks or tapes’ (Thomas, 1987, P.5)<sup>10</sup>. It is, therefore, hard to improve management performances and bring institutional effectiveness without using

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<sup>10</sup> Thomas, R. M. (1987). Computer technology: An example of decision-making in technology transfer. In R. M. Thomas & V. N. Kobayashi (Eds.), *Educational technology: Its creation, development and cross-cultural transfer*, Oxford: Pergamon Press, 25-34.



ICT in educational management, as technology has become a critical tool for achieving success in education.

The participants will be provided hands-on-experience of using Information and Communication Technology (ICT) as a vibrant tool for improving their management performance. This theme will be taught through an integrated approach and the focus will be on developing participants' skills so that they are able to use ICT in their work places with relation to HR and financial resource management, institutional planning and monitoring.

### Instructional Strategies

A wide range of instructional strategies will be used in the classroom, such as brainstorming, action learning, role-play and simulation, team learning, group discussion, case studies, and problem-based learning. The course participants will also be encouraged to maintain a **reflective journal** as a strategy for enhancing their professional learning. They will be encouraged to share their journal entries with their assigned tutors for regular feedback.

### Pattern of a Day

*The programme will be conducted for five days in a week (Monday - Friday). In addition to the classroom contact, time will also be allocated for participants' independent learning, working on tasks set by the faculty, and visiting other (relevant) institutions. A typical day would be as follows:*

First Session	09:00 a.m. – 10.30 a.m.
<b>Tea-Break</b>	<b>10:30 a.m. – 11.00 a.m.</b>
Second Session	11:00 a.m. – 01.00 p.m.
<b>Lunch Break</b>	<b>01:00 p.m. – 02.00 p.m.</b>
Third Session	02:00 p.m. – 04.00 p.m.

## Assessment Scheme

The participants will have to complete the following assessment tasks to qualify for the Certificate in Education: Educational Leadership and Management:

### Leadership Development Portfolio

The Portfolio will comprise three sections which include participants' trajectory of personal and professional growth, reflections on their ability to work effectively with colleagues and (teacher) students; career goals for life long learning; CPs' philosophy of education and philosophy of leadership; visualize the way ahead with regard to their future role in their institutions; and any artifacts as evidence of learning and development. CPs will be required to share their portfolio entries with the faculty, during the field visit for timely feedback. Further details about portfolio are given in Appendix A.

### Action Research Project

During the first face-to-face episode the participants will be introduced to Action Research and will be required to develop action research plans on the need identified in their respective institutions. This assignment will comprise of two segments:

- (i) action research plan developed during the first face-to-face component, and
- (ii) Action research report of maximum 1200-1500 words, which CPs will develop after conducting action research. Further guidelines for developing the plans and the reports will be provided during the course.

### Developing Institutional Development Plan

During the 2<sup>nd</sup> face-to-face episode the course participants will be introduced to the notion of Strategic planning. The CPs will then be required to develop institutional development plan considering current development initiative in their respective institutions for example professional development, curriculum innovation, supervision and observation plan for teaching practice etc. The CPs will be expected to make a presentation of their plans for assessment. Further details about the presentation and criteria will be shared during the programme. The CPs will also be required to submit a hard copy of the plan after the presentation.

In addition to the assessment tasks stated above, following will also be considered:

- **Classroom participation:** The course participants are expected to participate actively in the various classroom activities and discussions. CPs will be encouraged to ask relevant questions, express their own views and respond to others' views, share professional experiences, insights, and interact constructively and creatively with peers during group activities. They should read the materials recommended as well as other relevant materials of their own choice. They should be engaged in the various intellectual and academic discourses with an open and analytical mind. All these must be done by demonstrating social skills, for example encouraging and supporting colleagues, showing courtesy, polite behavior, taking turns during discussions and by adopting a non-judgmental attitude.
- **Course Readings:** The course participants will be provided with relevant key readings by the facilitators during the course of the programme. The CPs are expected to read the articles/literature for offering their critique and sharing it with other colleagues in the classroom.

In addition, the participants will have to have 100% attendance to be eligible for the award of Certificate

Filed support through workshops

After the first face-to-face component at the AKU-IED, the participants will return to their work places, where apart from application of new knowledge and skills generally, each CP will be expected to work on assessment and other field tasks. Each CP will be required to put in at least 7-8 hours of work per week for these activities.

During field component (from **July – December 2012**) the faculty will visit the field, at least once, to provide support to the participant, to discuss challenges, facilitate the implementation of new management skills; and provide professional support to CPs in completing assignments such as their leadership portfolio, action research project, and institution based field tasks.

In order to be able to provide the field support to all the course participants, the teacher education colleges / institutions will be grouped into clusters. The field workshops will be held in the college that is easily accessible to all the participants in that cluster. The schedule for these visits will be developed during the first phase in consultation with the participants, and at the time convenient to both, the CPs and the faculty.

Award of Certificate

Upon successful completion of the programme, the Aga Khan University will award a *Certificate in Education: Educational Leadership and Management* to the participants.

## Professional Development Team

The professional development team will comprise the following faculty members who already have experience of developing and teaching educational leadership and management programmes. The professional development team will also be responsible for providing online and/or face-to-face support and tutoring to the CPs.

Ms. Zubeda Bana Coordinator	Assistant Professor and Programme
Dr. Muhammad Memon	Professor and Director AKU-IED
Ms. Azra Naseem	Senior Instructor and Head e Learning
Dr. Jan-e-Alam Khaki Coordinator	Assistant Professor and Ph.D Programme
Dr. Kulsoom Jaffer	Assistant Professor and Chair Students' Academic Progress Committee

## Annexure 5: TrainET report for 37 trainings

### Programs Grouped by Activity with Funding

Report Parameters:

Site: Teacher Education Project / PRE-STEP (EDC)

End Date Before: 12/31/2012

End Date After: 10/01/2012

Program Status: Completed

Location: In Country

Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
<b>Activity: Pre Service Teacher Education in Pakistan (Pre-STEP)</b>									
2 Days Capacity Building Workshop on	IC	10/01/2012	10/02/2012	18	3	21	\$ 6,529	\$ 5,683	\$ 846
Semester-III Orientatin & Planning	IC	10/08/2012	10/09/2012	11	7	18	\$ 5,081	\$ 4,123	\$ 959
Practicum Resource Workshop Module-II	IC	10/10/2012	10/13/2012	10	7	17	\$ 7,952	\$ 623	\$ 7,329
Curriculum Design Workshop on Teaching	IC	10/09/2012	10/13/2012	9	4	13	\$ 16,372	\$ 2,996	\$ 13,376
Foundation Module-I	IC	10/08/2012	10/12/2012	21	18	39	\$ 30,414	\$ 8,520	\$ 21,893
Foundation Module-I	IC	10/01/2012	10/05/2012	15	14	29	\$ 26,586	\$ 6,824	\$ 19,762
Orientation Semester-IV	IC	10/01/2012	10/02/2012	8	9	17	\$ 6,541	\$ 565	\$ 5,976
Practicum-II	IC	10/03/2012	10/06/2012	10	6	16	\$ 14,297	\$ 995	\$ 13,302
Curriculum Design Workshop on	IC	10/15/2012	10/19/2012	8	6	14	\$ 16,372	\$ 3,720	\$ 12,652
Practicum Module-II	IC	10/08/2012	10/11/2012	20	7	27	\$ 15,012	\$ 3,910	\$ 11,102
Strategic Planning Workshop	IC	10/17/2012	10/21/2012	4	3	7	\$ 12,492	\$ 139	\$ 12,353
Practicum-II	IC	10/09/2012	10/12/2012	4	18	22	\$ 2,964	\$ 686	\$ 2,279
Practicum-II	IC	10/09/2012	10/12/2012	4	11	15	\$ 3,680	\$ 3,690	-\$ 10
SSF Assessment	IC	10/16/2012	10/17/2012	37	15	52	\$ 11,732	\$ 2,294	\$ 9,439
Educational Leadership & Management	IC	10/16/2012	10/18/2012	18	8	26	\$ 23,469	\$ 10,639	\$ 12,831
Curriculum Design Workshop on Teaching	IC	10/22/2012	10/25/2012	5	7	12	\$ 16,372	\$ 3,202	\$ 13,171
Foundation Module-I	IC	10/19/2012	10/22/2012	30	1	31	\$ 8,267	\$ 29,180	-\$ 20,914
Foundation Module-I	IC	10/19/2012	10/22/2012	24	7	31	\$ 8,267	\$ 29,180	-\$ 20,914
Foundation Module-I	IC	10/19/2012	10/22/2012	12	9	21	\$ 8,267	\$ 29,180	-\$ 20,914
Foundation Module-I	IC	10/19/2012	10/22/2012	26	3	29	\$ 8,267	\$ 29,180	-\$ 20,914

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TrainET Web Reports

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Programs Grouped by Activity with Funding

Programs Grouped by Activity with Funding							PKXPRS		
Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
Activity: Pre Service Teacher Education in Pakistan (Pre-STEP) (Cont'd)									
Strategic Planning Workshop for KIU	IC	10/08/2012	10/12/2012	5	0	5	\$ 9,822	\$ 150	\$ 9,672
2 Days Workshop on development of PC-I	IC	10/23/2012	10/24/2012	13	7	20	\$ 8,914	\$ 84	\$ 8,829
Practicum-I Workshop	IC	10/16/2012	10/18/2012	0	20	20	\$ 2,465	\$ 2,213	\$ 252
2 Days capacity building workshop on	IC	11/09/2012	11/10/2012	24	6	30	\$ 6,475	\$ 5,400	\$ 1,075
Foundation Module-I	IC	11/12/2012	11/15/2012	4	20	24	\$ 9,890	\$ 8,274	\$ 1,616
Foundation Module-I	IC	11/12/2012	11/15/2012	18	6	24	\$ 8,891	\$ 409	\$ 8,482
Short Course on Understanding Statistics	IC	11/12/2012	11/16/2012	5	4	9	\$ 14,090	\$ 5,408	\$ 8,682
Curriculum Development Workshop on	IC	11/12/2012	11/16/2012	7	6	13	\$ 16,292	\$ 6,107	\$ 10,185
Foundation Module-I	IC	11/06/2012	11/10/2012	24	9	33	\$ 14,961	\$ 16,761	-\$ 1,801
ADE Orientation Worskhop	IC	11/12/2012	11/13/2012	24	9	33	\$ 7,081	\$ 6,984	\$ 97
Orientation of ADE	IC	11/16/2012	11/17/2012	27	11	38	\$ 7,609	\$ 8,704	-\$ 1,094
Practicum Module-II	IC	10/16/2012	10/19/2012	14	8	22	\$ 3,613	\$ 2,977	\$ 636
Practicum Module-II	IC	10/22/2012	10/25/2012	12	1	13	\$ 3,613	\$ 1,685	\$ 1,929
Development of PC-I	IC	11/15/2012	11/16/2012	10	7	17	\$ 2,603	\$ 878	\$ 1,726
Practicum Module-I	IC	11/13/2012	11/15/2012	33	2	35	\$ 5,261	\$ 2,528	\$ 2,733
Practicum Module-I	IC	11/20/2012	11/22/2012	2	33	35	\$ 5,261	\$ 2,994	\$ 2,267
Foundation Module-II	IC	11/27/2012	11/30/2012	26	11	37	\$ 9,710	\$ 439	\$ 9,271
Totals for Activity:				542	323	865	\$ 385,484	\$ 247,324	\$ 138,161
Totals for Report:				542	323	865	\$ 385,484	\$ 247,324	\$ 138,161



Annexure 5: Screen shots of website, Facebook page and twitter







Together we will create a **ROSHAN PAKISTAN**

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### World Teachers' Day

World Teachers' Day is celebrated worldwide on October 5th. In Pakistan, October 5th is celebrated across the country as "Salaam Teachers Day."

The USAID Teacher Education Project is taking a lead role in Celebrating Teachers' Day. The project is a five-year initiative which is supporting Pakistan to improve the quality of basic education through better-prepared teachers. USAID is supporting the Government of Pakistan in implementing the two-year Associate Degree in Education (ADE) and four-year Bachelor of Education Honors (B.Ed. [Hons.]) Elementary degree programs to replace the Diploma, CT and PTC teaching credentials.

The teaching force in Pakistan is estimated to be 1.35m working in government schools from primary to higher education. There are 275 teacher training institutions providing pre-service training (certificates, diplomas and degrees). In addition, there are 300 teacher training resource centers in the districts.

### USAID Teacher Education Project



The USAID Teacher Education Project is a five-year initiative which is supporting Pakistan to improve the quality of basic education through better-prepared teachers. USAID is supporting the Government of Pakistan in implementing the two-year Associate Degree in Education (ADE) and four-year Bachelor of Education Honors (B.Ed. [Hons.]) Elementary degree programs to replace the Diploma, CT and PTC teaching credentials.

Visit [www.pakteachers.org](http://www.pakteachers.org) to learn more »

### Education Development Center, Inc.



EDC is a global nonprofit organization that designs, delivers, and evaluates innovative programs to address some of the world's most urgent challenges in education, health, and economic development. EDC brings expertise in educational program development, program management, training and technical assistance, and evaluation to the USAID Teacher Education Project.

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اُجالوں کے امین







www.salamteachers.org.pk


# سلام ٹیچر

قدم رکھیں ایک با عزت اور با وقار پیشے میں

بنیں ایک اُستاد۔ بنیں اُجالوں کے امین

مل کر بنائیں گے ایک روشن پاکستان



Our teachers spread the light

# University of Balochistan

**ADMISSIONS OPEN**  
Applications are invited for Admission in HEC approved

## Four-year B.Ed. (Hons.) Elementary

SESSION 2013-16

### GENERAL INFORMATION


The prescribed application forms will be available at Habib Bank Limited University of Balochistan, Branch Saryab Road Quetta. The Fee for the forms will be deposited on the filled challan with the purpose clearly stated " Fee for the application forms for the B.Ed ( Hons) 2013.The forms will be deposited along with the documents mentioned above in the office of the Department of Education University of Balochistan, Quetta.

**Admission Criteria & Schedule**

Qualification: FA / FSc / A-Level / Or any equivalent with minimum 45 % aggregate marks	
Age Limit: 17-25 & Maximum 40 years for the in-Service teachers ( Age limit will be considered till the last date for the forms submission)	
Forms will be available from:	1st Nov, 2012
Last date for the forms submission:	20th Nov, 2012
Date for the Entry Test :	29th Nov, 2012
Date of interview:	30th Nov, 2012
Date for the First Merit:	5th Dec, 2012
Date for fee submission for the first Merit List:	15th Dec, 2012
Date for the Second Merit List:	16th Dec, 2012
Date for fee submission for the Second Merit List:	24th Dec, 2012
Commencement of Classes:	1st March, 2013

**Applicants are required to attach the attested copies of the following documents**  
**The 3 copies of each of the document is required along with the admission form**

1	SSC/ Matric or equivalent certificate & D.M.C	2	FA / FSc / A-Level / Or any equivalent & D.M.C
3	CNIC or Form " B" of the Applicant	4	CNIC of Father or Guardian
5	Local / Domicile Certificate	6	3 Pass Port Size Colored photographs duly attested at the back.



## Scholarships

USAID funded merit and need-based scholarships will be available for students of B.Ed. (Hons.) Elementary

For further information and submission of application forms please contact:  
**Mr.Abdul Nasir Kiazai ( Chairperson )** Department of Education University of Balochistan, Quetta.  
Office Contact Number: **081-9211245**, Fax: **081-9211245**, Office intercom: **1112, 1114**

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